

**THE IMPACT OF UNIVERSITY ENVIRONMENT ON THE LIFESTYLES,
BEHAVIOR CHOICES, AND PERSONALITY DEVELOPMENT IN
UNDERGRADUATE STUDENTS**



By:

Roman Fajar F20-BS-PSY-R-1001

Haider Ali F20-BS-PSY-R-1006

Ayesha Liaqat F20-BS-PSY-R-1007

Inza Afzal F20-BS-PSY-R-1033

Reemal Javed F20-BS-PSY-R-1036

Mr. M. Abdullah

**Department of Psychology
University of Okara, Punjab, Pakistan**

A Thesis titled as

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in
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By:

Roman Fajar F20-BS-PSY-R-1001

Haider Ali F20-BS-PSY-R-1006

Ayesha Liaqat F20-BS-PSY-R-1007

Inza Afzal F20-BS-PSY-R-1033



Allah - beginning with the name of - the Most Gracious, the Most Merciful

Research Completion Certificate

It is certified that research work on the topic of *“The impact of university environment on the lifestyles, behavior choices and personality development in undergraduate students”* has been carried out and completed by Ms. Roman Fajar, Mr. Haider Ali, Ms. Ayesha Liaqat, Ms. Inza Afzal, and Ms. Reemal Javed under my supervision in partial fulfillment for the Degree of BS in Applied Psychology from Department of Psychology, University of Okara, Renala Khurd, Pakistan.

Mr. Muhammad Abdullah

Research Supervisor & Lecturer of Psychology,
Department of Psychology, University of Okara.

Approved/ Rejected

Supervisor

External Examiner

Declaration

We, Roman Fajar, Haider Ali, Ayesha Liaqat, Inza Afzal, and Reemal Javed, solemnly declare that the work submitted in this thesis is our own and is based on our original data. It has not been presented previously to any other institution or university for a degree. This work has been carried out and completed under the supervision of Mr. Muhammad Abdullah and his co-supervisor, Ms. Ayesha Jabbar, in the Department of Psychology, University of Okara, Renala Khurd, Pakistan.

Roman Fajar

Ayesha Liaqat

Haider Ali

Inza Afzal

Dedication

We dedicated this work to the Almighty Allah for the Supremacy and the Redeemer of my Soul.

We want to dedicate this humble effort to the gleaming tower of knowledge, my teachers, and my affectionate parents.

We want to sanctify this humble effort to the gleaming tower of knowledge

ALLAH

&

My Affectionate Parents

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Roman Fajar: _____

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Table of Content

Research Completion Certificate-----	4
Declaration-----	5
Dedication-----	6
Acknowledgement-----	7
Table of Contents-----	8
Abstract: -----	13
CHAPTER # 1 Introduction -----	14
1.1 University Environment: -----	14
1.1.1 Theories on the Impact of the University Environment on Students: -----	-----
-----	15
1.2 The Impact of the University Environment: -----	16
1.2.1 Personal Development: -----	16
1.2.2 Health and Well-being: -----	17
1.2.3 Socialization and Relationships: -----	19
1.2.4 Academic and Career Choices: -----	20
1.2.5 Cultural and Societal Norms: -----	21
1.2.6 Behavioral Patterns: -----	22
1.3 The Impact of University Environment: -----	24
1.3.1 Fundamental Components of University Environment: -----	25

1.3.2 Terminological Dissection: -----	25
1.3.3 University Environment - A Complex Amalgam: -----	26
1.3.4 Significance of University Environment: -----	27
1.4 Personality Development: -----	30
1.4.1 The University Experience: A Transformative Landscape for Personality: -----	
-----	30
1.4.2 Understanding the University Ecosystem from the angle of Personality: -----	
-----	30
1.4.3 The Intricate Relationship of Personality and its Significance: -	32
1.5 Physical Activity: -----	33
1.5.1 Significance of Physical Activity in Life: -----	33
1.5.2 Emotional Illness and Physical Activity: -----	34
1.5.3 Young Adults and Health: -----	34
1.5.4 Causes of Physical Inactivity: -----	35
1.6 Academic Achievement: -----	36
1.6.1 Teacher-Student Relationship: -----	36
1.6.2 Peer Relationships: -----	37
1.6.3 Student Practical Experience: -----	37
1.6.4 Academic Excellence: -----	37
1.7 Research Rationale : -----	38

1.8 Research Objectives: -----	39
1.9 Significance of Study: -----	39
1.10 Contribution of Study: -----	40
1.11 Research Gap -----	41
Chapter # 2 Literature Review -----	42
2.1 University Environment: -----	42
2.2 Personality: -----	43
2.3 Physical Activity: -----	46
2.4 Academic Achievement: -----	49
2.5 Hypothesis: -----	54
Chapter # 3 Methodology -----	55
3.1 Sample: -----	56
3.1.1 Inclusion Criteria: -----	56
3.1.2 Exclusion Criteria: -----	56
3.2 Demographic Information: -----	56
3.3 Research Tools: -----	56
3.3.1 University Environment: -----	57
3.3.2 Personality test (BFI-10): -----	58
3.3.3 Tendency to Avoid Physical Activity and Sport Scale: -----	58
3.3.4 Academic Performance Scale: -----	59

3.4 Operational Definitions: -----	60
3.4.1 University Environment: -----	60
3.4.2 Personality: -----	61
3.4.2 Physical Activity: -----	61
3.4.3 Academic Achievement: -----	61
3.4 Sample: -----	61
3.4.1 Table 1-----	61
3.4.2 Interpretation: -----	61
3.5 Procedure: -----	63
3.6 Analysis: -----	64
3.7 Research Approaches: -----	65
Chapter # 4 Results-----	66
4.1 Table 2-----	67
4.2 Table 3-----	68
4.3 Table 4-----	69
Chapter # 5 Discussion-----	72
5.1 Limitations: -----	74
5.2 Suggestions: -----	74

5.3 Implications: -----	74
5.4 Conclusion: -----	75
References: -----	77
Appendices: -----	94
Appendix - A: Demographic Details-----	94
Appendix - B: Consent Form-----	96
Appendix - C: Permission Letter-----	97
Appendix - D: University Environment-----	98
Appendix - E: BFI -10 Scale-----	100
Appendix - E: TAPAS Scale -----	101
Appendix - G Academic Performance Scale -----	103
Appendix - H: Plagiarism Report-----	104

Abstract

This study looks into how undergraduate students' lifestyles, behavioral choices, and personality development are affected by their university environment. Using a cross-sectional survey and a quantitative research methodology, information was gathered from 193 undergraduate students. The main goal was to investigate the relationships between important factors, such as the academic environment at the university, personality development, physical exercise, and personality development. With an emphasis on correlation and regression analysis, and descriptive statistics was carried out using SPSS. The results demonstrate that university environments have a detrimental impact on students' physical activity and have a significant impact on students' personality development and academic accomplishment. These findings highlight how crucial the academic setting is in influencing students' conduct and general growth. The study adds to our knowledge of the ways in which educational environments affect the success and well-being of students, offering perceptions that can guide the development of tactics aimed at improving academic performance and student support in postsecondary education.

*keywords:*University Environment ,Personality Development ,Academic Achievement ,Physical activity ,Undergraduate students.

CHAPTER 1

INTRODUCTION

1.1 University Environment

The university environment is a multifaceted setting that encompasses various aspects of students' lives, including academic, social, and personal experiences. It serves as a crucial stage in individuals' development, shaping their values, beliefs, behaviors, and future trajectories (Astin, 1993).

Research by Tinto (1993) suggests that the university environment plays a pivotal role in shaping students' experiences and outcomes. It provides a unique context where students interact with diverse peers, engage in academic pursuits, and explore their interests and passions. The university environment is instrumental in fostering personal growth and development. According to Chickering and Reisser (1993), the university environment provides opportunities for students to develop autonomy, establish identity, and cultivate purpose, which are essential aspects of psychosocial development. Moreover, the university environment serves as a gateway to various opportunities and resources that can influence students' future paths. Studies by Pascarella and Terenzini (2005) highlight the impact of the university environment on students' academic and career choices, emphasizing the importance of understanding these influences.

The university environment encompasses the physical, social, and academic surroundings in which students engage during their higher education experience. It includes factors such as campus facilities, resources, social interactions, academic programs, and institutional culture.

This environment plays a significant role in shaping students' lives by influencing their behaviors, choices, and personal development. It provides a unique setting where

students learn, grow, and form their identities. The university environment can impact students' academic performance, social interactions, career aspirations, and overall well-being. Understanding the dynamics of the university environment is crucial for educators, policymakers, and researchers to create supportive and enriching environments that facilitate student success and holistic development.

1.1.1 Theories on the Impact of the University Environment on Students

The university environment is a complex and multifaceted setting that influences various aspects of students' lives, including academic performance, social interactions, and health outcomes. Several theories and research findings help understand the impact of the university environment on students.

One of the key theories in this area is Astin's (1993) theory of student involvement, which posits that the more students are engaged in academic and social activities on campus, the more likely they are to succeed academically and develop personally. This theory highlights the importance of the university environment in promoting student engagement and success. Additionally, research by Tinto (1993) on student integration and retention emphasizes the role of the university environment in shaping students' sense of belonging and connection to the institution. Tinto argues that students who feel integrated into the university community are more likely to persist and succeed.

Furthermore, the university environment can impact students' health and well-being. Research by Dunn, Wang, Shelley, and Russell (2017) found that the university environment, including factors such as campus facilities, resources, and social norms, can influence students' health behaviors and outcomes. For example, access to healthy food options and recreational facilities can promote physical health, while a supportive and inclusive campus climate can enhance mental health. The university environment is a critical context that

shapes students' academic, social, and health outcomes. Understanding the theories and research related to the impact of the university environment on students can help educators and policymakers create supportive and enriching environments that promote student success and well-being.

1.2 The Impact of the University Environment

1.2.1 Personal Development

The university years are a critical period for personal development, where individuals form their values, beliefs, and attitudes, ultimately shaping their identity and sense of self (Arnett, 2000). The environment plays a crucial role in this process, as it provides the context within which these developments occur.

Research indicates that the university environment can significantly influence students' identity development. For example, a study by Schwartz, Zamboanga, Luyckx, Meca, and Ritchie (2013) found that university experiences such as involvement in campus activities and interactions with diverse peers were positively associated with identity exploration and commitment among college students.

Furthermore, the university environment can impact students' values and beliefs. According to Astin's (1993) theory of student involvement, the more students are engaged in campus life and activities, the more likely they are to undergo positive changes in their values and beliefs.

In addition, the university environment can influence attitudes and behaviors. Research by Pascarella and Terenzini (2005) suggests that exposure to diverse perspectives and ideas in the university setting can lead to changes in students' attitudes and behaviors, promoting a more open-minded and tolerant outlook. The university environment plays a crucial role in shaping individuals' personal development, influencing their values, beliefs,

attitudes, and ultimately, their identity. Understanding these influences is essential for educators and policymakers to create supportive and enriching environments that promote holistic development among students.

1.2.2 Health and Well-being

The university environment can significantly influence students' health and well-being, including their lifestyle choices such as diet, exercise habits, and sleep patterns (Vadeboncoeur, Townsend, & Foster, 2015). Understanding these influences is crucial for promoting healthy behaviors and preventing health issues among students.

Research has shown that the university environment can impact students' dietary habits. A study by Laska, Pasch, Lust, Story, and Ehlinger (2011) found that university students often experience changes in their dietary intake, with many reporting an increase in unhealthy food choices and a decrease in the consumption of fruits and vegetables.

Furthermore, the university environment can influence students' exercise habits. According to a study by Duraku, Hyseni-Duraku, Bicaj, Zujovic, and Meka (2017), university students who live on campus are more likely to engage in regular physical activity compared to those who live off-campus, highlighting the role of the environment in promoting or inhibiting exercise behaviors.

In addition, the university environment can impact students' sleep patterns. Research by Lund, Reider, Whiting, and Prichard (2010) found that university students often experience poor sleep quality, which can be influenced by factors such as academic stress, social activities, and living arrangements.

The university environment plays a significant role in shaping students' lifestyle choices, including their diet, exercise habits, and sleep patterns. Understanding these influences is essential for educators and policymakers to implement interventions and

programs that promote healthy behaviors and prevent health issues among university students.

1.2.3 Socialization and Relationships

The university environment is a significant influence on students' social interactions and relationships, which are crucial for their overall well-being (Glanville & Wildhagen, 2007). This environment shapes the formation of friendships, romantic relationships, and social networks, providing opportunities for socialization and connection.

Research by Parker, Rubin, Erath, Wojslawowicz, and Buskirk (2006) suggests that the university environment plays a key role in the formation of friendships among students. The study found that the quality of social interactions and the availability of social support on campus were positively associated with the development of close friendships. Additionally, the university environment can impact the formation of romantic relationships. A study by Giordano, Longmore, Manning, and Northcutt (2009) found that the university context, including factors such as campus culture and social norms, influenced the likelihood of students entering into romantic relationships.

Moreover, the university environment provides opportunities for students to expand their social networks, which can have long-term implications for their well-being. Research by McPherson, Smith-Lovin, and Cook (2001) suggests that social networks formed during college can provide social support and resources that contribute to individuals' overall well-being.

In conclusion, the university environment plays a crucial role in shaping students' social interactions and relationships, influencing the formation of friendships, romantic relationships, and social networks. Understanding these influences is important for creating

supportive and inclusive environments that promote students' social development and well-being.

1.2.4 Academic and Career Choices

The university environment plays a significant role in shaping students' academic and career choices, influencing their decisions about their academic and professional paths (Hossler & Gallagher, 1987). Factors such as the availability of academic resources, mentorship, and career guidance can have a profound impact on students' decisions.

Research by Lent, Brown, and Hackett (1994) suggests that the university environment can influence students' career development by providing opportunities for career exploration and decision-making. The study found that exposure to career-related experiences and resources on campus was positively associated with students' career self-efficacy and career aspirations. Furthermore, the availability of mentorship and guidance in the university environment can play a crucial role in shaping students' academic and career choices. A study by Allen, Eby, Poteet, Lentz, and Lima (2004) found that students who had access to mentors were more likely to have clear academic and career goals and to make informed decisions about their future. Additionally, the university environment can provide students with access to academic resources and support services that can impact their academic and career choices. Research by Pascarella and Terenzini (2005) suggests that students who are engaged in academic activities and have access to academic support are more likely to make informed decisions about their academic and career paths.

1.2.5 Cultural and Societal Norms

The university environment serves as a melting pot of cultural and societal norms, exposing students to a diverse range of perspectives, beliefs, and practices. This exposure is instrumental in shaping students' understanding of diversity and inclusivity, which are critical

values in today's globalized world (Gurin, Dey, Hurtado, & Gurin, 2002). Research by Hurtado, Milem, Clayton-Pedersen, and Allen (1998) suggests that exposure to diverse cultural and societal norms in the university environment can lead to increased cultural awareness and appreciation among students. This exposure can also help break down stereotypes and prejudices, promoting a more inclusive and tolerant society. Furthermore, understanding these cultural and societal influences is essential for educators and policymakers to create inclusive environments that respect and celebrate diversity. By acknowledging and embracing the cultural differences present in the university environment, educators can create learning experiences that are more relevant and meaningful for all students (Chang, 2002).

In short, the university environment plays a crucial role in exposing students to a diverse range of cultural and societal norms. Understanding these influences is essential for promoting inclusivity, tolerance, and cultural appreciation among students, which are essential values in today's interconnected world.

1.2.6 Behavioral Patterns

The university environment has a profound influence on students' behavioral patterns, encompassing study habits, time management skills, and decision-making processes. These patterns are critical determinants of academic success and overall well-being, making it essential for educators to understand and support positive behavioral development (Pintrich, 2004).

Research by Richardson, Abraham, and Bond (2012) suggests that the university environment plays a significant role in shaping students' study habits. Factors such as access to study spaces, academic resources, and peer study groups can impact how students approach their studies and manage their time effectively. Furthermore, the university

environment can influence students' time management skills, which are essential for balancing academic, extracurricular, and personal responsibilities. A study by McKenzie, Gow, and Wyn (2004) found that students who perceived their university environment as supportive reported better time management skills and greater overall satisfaction with their university experience. Moreover, the university environment can impact students' decision-making processes, particularly regarding academic and career choices. Research by Vansteenkiste, Lens, and Deci (2006) suggests that autonomy-supportive environments, where students feel empowered to make their own decisions, can lead to more adaptive decision-making processes.

In short, the university environment plays a crucial role in shaping students' behavioral patterns, including study habits, time management skills, and decision-making processes. Understanding these influences is essential for educators to create supportive environments that foster positive behavioral development among students.

The university environment encompasses not just the tangible aspects of our social spheres, but also the invisible threads of psychological experience woven through them. In this particular context, the psychosocial environment encompasses the complex interplay of psychological, social, and cultural factors that shape our daily lives and has a keen effect on our mental and social well-being. In contrast to the university environment, the psychosocial environment comprises of vast domains but we will put our focus on the relationship between teachers and students and the interrelationship between students and peers. It's the air we breathe, the web of relationships we navigate, and the invisible threads of norms and values that weave through our communities. It's the laughter shared with loved ones, the pressure of deadlines at work, the anxieties whispered in the late hours, and the comfort found in shared traditions. It encapsulates the relationships we navigate (family, friends, colleagues, community), the cultural norms that guide our behaviors, the stress and support we encounter,

and the very ways we perceive and interact with the world around us. This multifaceted variable is more than the sum of its parts; it's the dynamic interplay between those parts- the social and the psychological, that shapes our thoughts, emotions, and ultimately, our behaviors.

Understanding the nuances of this psychosocial landscape is crucial because it holds the key to unlocking a treasure trove of insights. It influences our thoughts, behaviors, well-being, and even our physical health.

1.3 The Impact of university Environment:

Studying this environment with a special focus on the interrelationship between students and teachers and students and his/her peers, allows us to understand how individuals and communities navigate life's challenges, build meaningful connections, and ultimately thrive.

Its significance rests in its pervasive influence on every facet of human experience. From academic performance and mental health to career choices and civic engagement, the psychosocial environment casts long shadows. It can be a haven of support, empowering us to thrive, or a source of stress, hindering our growth. Understanding its intricacies holds the key to unlocking a treasure trove of insights into human behavior, allowing us to design interventions that foster well-being, promote resilience, and cultivate thriving communities.

1.3.1 Fundamental Components of Psychosocial Environment

The psychosocial environment is composed of various sub-dimensions:

Social Support: The network of relationships that provide emotional, practical, and informational resources.

Social Norms and Values: The shared beliefs and expectations that guide our behavior within a group.

Stress and Coping Mechanisms: The challenges we face and the strategies we employ to manage them.

Cultural Influences: The traditions, customs, and beliefs that shape our worldview and interactions.

1.3.2 Terminological Dissection

The term "university environment" can be dissected into its constituent parts to better understand its complexities.

The word "university" refers to the institution of higher education itself, encompassing its physical and organizational structures. This includes the administration, faculty, staff, and students that make up the university community.

The term "environment" is broader, encompassing the external and internal factors that influence the university experience. This includes the physical environment, such as campus facilities, infrastructure, and surroundings. It also includes the social environment, comprising interactions and relationships among students, faculty, and staff.

The academic environment is a crucial aspect, covering the curriculum, teaching methods, and learning opportunities. The psychological environment, including emotional and mental well-being, support systems, and resources, is also vital. Finally, the cultural environment, encompassing values, norms, and diversity of the university community, plays a significant role in shaping the university experience.

1.3.3 University Environment - A Complex Amalgam

The psychosocial environment of university students refers to the social, psychological, and academic factors that can influence their well-being. It includes factors such as stress, loneliness, resilience, sense of coherence, social networks, and academic self-efficacy. According to a study published in the journal *Current Psychology*, higher well-being is associated with better mental and physical health, higher self-esteem, self-efficacy, and effective coping strategies.

The concept of the university environment pulsates at the intersection of our inner world, shaped by emotions and cognition, and the external blanket of social interactions and contexts we navigate. It encompasses the intricate relationship between our thoughts, feelings, and behaviors, woven with the threads of relationships, cultural norms, and the very infrastructure of our communities. In this thesis, we delve into this dynamic terrain, investigating the powerful influence of the psychosocial environment as an independent variable on academic achievements, physical activity, and personalities of university students.

1.3.4 Significance of university Environment

The significance of the university environment as an independent variable lies in its pervasive influence on our well-being, behavior, and development. It shapes our stress responses, modulates our emotional regulation, and influences our capacity for resilience. Supportive social networks buffer us from adversity, nurturing a sense of belonging and enhancing our coping mechanisms. Conversely, hostile or unsupportive environments can exacerbate stress, erode self-esteem, and hinder our ability to thrive.

Our approach to operationalizing the environment university will involve a multi-pronged strategy. We will utilize validated instruments to assess individual factors like

emotional intelligence and social support networks. Additionally, we will delve into the social fabric of our study population, examining cultural values, power dynamics, and the quality of social interactions within their communities. Integrating quantitative methods like surveys will further enrich our understanding of the lived experiences and perceptions of individuals within these environments.

By deconstructing the psychosocial environment, we embark on a journey of unveiling its nuanced influence on the relationship of a student with his/her teacher and his/her peers. This exploration is not merely a theoretical exercise; it holds immense practical value. Understanding the intricate interplay of psychological and social factors can empower us to design interventions and policies that foster supportive environments, cultivate resilience, and ultimately, pave the way for healthier, more fulfilling lives

The psychosocial environment profoundly shapes young adults by influencing their choices, habits, and overall development. Students navigate a dynamic circle of academic and social experiences that impact their behavior, lifestyles, and personalities. The university years are a transformative period, marked by intellectual exploration, personal growth, and a whirlwind of choices. It is an entanglement where the psychosocial environment of the university becomes a potent force, shaping not only the knowledge students acquire but also the very fabric of their lives – their behavior choices, lifestyles, and even their personalities. The possibilities stretch before you, brimming with academic pursuits, social connections, and lifestyle choices. Yet, this scenario is not solely a blank slate; it is infused with the other essential pigments of your personality, whispering its influence on every stroke you make. This thesis delves into this intricate landscape, exploring the multifaceted impact of the psychosocial environment on undergraduate students.

The young adult embarks on a journey not just of academic exploration, but also of self-discovery. Within the premises of university, a hidden world awaits - the psychosocial environment. It shapes not only academic experiences but also forges personalities as diverse as the students themselves.

Academic pressure, a constant companion, can cast long shadows of anxiety. Traits like openness and extraversion might retreat, or be hidden in worry about exams and deadlines. Yet, this pressure can also forge resilience, sharpening focus and honing determination. Social interactions, a delicate yet of utmost significance of friendships and connections, play a vital role in this molding process. Finding your tribe, a group that echoes your laughter and shares your anxieties can weave threads of belonging and optimism into a student's personality. Loneliness, on the other hand, can leave gaps, casting doubt and chipping away at self-confidence.

But remember, this world moulds individuals, not clones. Predisposed traits, which were carried in entering these halls continue to influence the outcome. Some may find the academic crucible strengthens existing resilience, while others might discover previously veiled anxieties. The support networks students build, and the coping mechanisms they wield, all become chisels in the world's hands, shaping your response to the environment.

Finally, the university itself, with its unique culture and traditions, adds its own perimeters to the lives of students. A warm, diverse community thrives on open-mindedness, while a more traditional setting might nurture conformity. Each environment leaves its mark, subtly influencing the hues and textures of your personality.

1.4 Personality Development

1.4.1 The University Experience: A Transformative Landscape for Personality

As students navigate this transformative time, remember that the university's psychosocial environment is not merely a deterministic mold. Embrace the challenges, cherish the connections, and trust in one's own unique resilience. For it is through this intricate interplay of experiences, both positive and negative, that one's personality finds its final, beautiful form. The university phase marks a pivotal moment for young adults, stepping away from the structured corridors of high school into a dynamic world of possibilities. Amidst this newfound freedom, the psychosocial environment assumes a role akin to a whole world, subtly shaping the behavior, lifestyles, and personalities of its inhabitants.

1.4.2 Understanding the University Ecosystem from the angle of Personality:

Existing research, notably highlighted by Sander and de la Fuente (2022), Gupta and Singh (2021), and Kumar and Singh (2021), has focused on the intersection of personality traits and academic/social choices, offering glimpses into the interplay between internal dispositions and decision-making processes (1, 2, 3). Yet, to comprehensively understand this relationship, this thesis aims for a holistic exploration, delving beyond traditional metrics like academic performance to uncover the multi-faceted impact of the psychosocial environment on undergraduate students' behaviors, lifestyles, and personality development. The university's landscape is a symphony of influences where campus culture, institutional policies, and students play distinct yet interdependent roles. This study seeks to dissect these components:

Behavioral Dynamics

Investigating the role of campus culture, peer influences, and institutional policies as guiding forces shaping students' academic engagements, social interactions, and personal habits. It aims to analyze the influence of environmental factors, such as the availability of

academic support and the prevalence of social events, on students' decision-making processes.

Lifestyle Patterns

Exploring the influence of campus resources, wellness climates, and available facilities on students' dietary choices, exercise routines, and overall well-being. This investigation will assess how environmental factors, like dining hall design or fitness center availability, impact students' lifestyle choices and habits.

Personality Development

Drawing from established frameworks like social learning theory, ecological systems theory, and personality development theories, this research will examine how the university setting acts as a catalyst for shaping students' personalities. It aims to scrutinize the influence of academic challenges, diverse relationships, and campus experiences on traits such as openness, conscientiousness, extraversion, agreeableness, and neuroticism.

1.4.3 The Intricate Relationship of Personality and its Significance

Methodologically, this thesis will employ a multifaceted approach, integrating quantitative data from surveys and questionnaires with qualitative insights derived aim is to construct a comprehensive understanding of the intricate relationship between student experiences and environmental influences.

The thesis chapters will dissect specific mechanisms at play, exploring how various aspects of the psychosocial environment - from academic rigor to social interactions to campus resources - affect behavior, lifestyle choices, and fluctuations in personality traits. The ultimate goal is to present a nuanced portrayal of the psychosocial environment as a

formative influence on young minds, offering insights pertinent to academic institutions, policymakers, and student support services.

This journey isn't solely about comprehension; it's a celebration of the vibrant collage woven from the interaction between individuals and their environment within the university ecosystem. By shedding light on these dynamics, this study aims to empower students to navigate their university life experiences more consciously, fostering a setting where personal growth harmonizes with environmental influences.

1.5 Physical Activity

Engaging in physical activity (PA) is a crucial habit associated with several health consequences in young people (Hallal et al., 2012). Precise evaluation of PA levels is crucial for understanding the relationship between PA and health, tracking secular trends in behavior, and assessing the success of interventions (Biddle & Asare, 2011). Building a happy society has now emerged as one of the objectives of a nation's future economic and social growth, with societies continuously shifting from ones focused on survival to those focused on progress (Diener, 2000). Adults' and children's health is directly impacted by diet and physical exercise (World Health Organization, 2004).

1.5.1 Significance of Physical Activity in Life

Physical inactivity is regarded as a public health issue rather than an individual one because it affects the majority of people on the planet who do not exercise (Bauman et al., 2012). Nonetheless, the prevalence of mental health issues among college students is rising year by year, significantly lowering their level of enjoyment (Ibrahim et al., 2013). The university years are a critical time for the normal development of a person's physical and mental health as well as the enhancement of personality traits (Kubieva et al., 2016). During this time, a person experiences rapid physical and psychological development as well as a

gradual maturation. Individuals are susceptible to demands from their studies, lives, and jobs at this point, and they frequently have internal conflicts when resolving interpersonal, emotional, and other problems (Krejcie & Morgan, 1970).

1.5.2 Emotional Illness and Physical Activity

People might easily experience emotional illnesses for an extended period of time, which lowers their mental health (Hartescu et al., 2015). Therefore, the secret to assuring university students' healthy growth and ability to adapt to societal evolution is to raise their degree of mental health and happiness (Diener, 2000). Because "sports enhance university students' happiness," they gave rise to what is now without a doubt one of the most alluring hotspots in the field of sports science research (Diener et al., 2006).

1.5.3 Young Adults and Health

Young adults (18 to 25 years old) are more likely to participate in unhealthy behaviors, and those going through transitions are especially at risk (Nelson et al., 2008). These environments are crucial for promoting health because of the shift to higher education (HE). Global data, however, indicates that HE students' health-related behaviors are both subpar and getting worse (World Health Organization, 2004).

1.5.4 Causes of Physical Inactivity

The student population is also affected negatively by the loss in physical activity, since a decrease in physical activity may also result in a decline in physical fitness (Kubieva et al., 2016). Numerous other factors, including body weight and socioeconomic level, also have an impact on health-related physical fitness (Lau et al., 2011). For instance, those with low socioeconomic status probably engage in less physical exercise because there are fewer parks and walkable neighborhoods in their places of residence (Frank et al., 2004). Being overweight during childhood and adolescence is a typical cause of body weight disorder, which is prevalent among students (Skinner et al., 2004). However, a prevalent adverse external element that impacts students' physical activity levels is their limited free time, which can be attributed to teacher schedules, social engagements, and familial responsibilities (Jacobi et al., 2004).

According to Caia et al. (2017), 61% of kids had poor strength as a characteristic and 28% of students had strength that was below normal. Kubieva et al. (2016) concluded that regardless of their degree of physical activity, students struggle with strength and body mass index. Several writers have shown that a third of high school students do not become sufficiently active after attending a university, and Kwan et al. (2016) have already highlighted the clear decline in physical activity following enrollment. This was confirmed by a study that examined the physical activity patterns of American, Asian, African, and Hispanic university students (Hosseini et al., 2018). The results of the authors' study showed that 46.7% of them did not exercise at all, and 16.7% of them were physically inactive. Numerous studies have also revealed a lifestyle low in physical activity, which is increasingly common among college students (Crisp et al., 2000).

1.6 Academic Achievement

Academic achievement is a vital component of the undergraduate experience, reflecting not only individual dedication and hard work but also the effectiveness of educational institutions in nurturing student success. The psychosocial environment, encompassing interactions between teachers and students, as well as peer relationships, plays a crucial role in shaping undergraduate students' academic performance (Furrer & Skinner, 2003). In recent years, there has been a growing interest in understanding the various factors that influence academic achievement among university students, given the competitive environment and high expectations placed on them (Pascarella & Terenzini, 2005).

1.6.1 Teacher-Student Relationship

One significant aspect of the psychosocial environment is the relationship between teachers and students. This relationship can have a profound impact on students' academic engagement and success (Roorda et al., 2011). When teachers are supportive, encouraging, and provide constructive feedback, students are more likely to be motivated and actively participate in learning activities (Ruzek et al., 2016). Conversely, negative interactions or lack of support from teachers can lead to disengagement and lower academic performance (Roorda et al., 2011).

1.6.2 Peer Relationships

Peer relationships also play a crucial role in shaping academic achievement among undergraduate students. Peer interactions can influence students' motivation, study habits, and attitudes towards learning (Wentzel, 2009). A positive peer environment, characterized by collaboration, support, and shared academic goals, can enhance students' academic experiences and outcomes (Wentzel, 2009). Conversely, negative peer relationships or peer pressure can hinder academic performance and overall well-being (Ryan & Deci, 2000).

1.6.3 Student Practical Experience

In addition to the psychosocial environment, practical experience plays a significant role in undergraduate students' academic achievement. Engaging in research projects, internships, and co-curricular activities allows students to apply theoretical knowledge to real-world situations, develop critical thinking skills, and make meaningful contributions to their fields of study (Kuh, 2008). These experiences not only enhance academic achievement but also prepare students for future career opportunities (Kuh, 2008).

1.6.4 Academic Excellence

Academic excellence is a hallmark of undergraduate achievement, demonstrated through high-grade point averages, active participation in class, and engagement in research and scholarly activities (Meyers et al., 2009). Undergraduate students strive to uphold the highest ethical and professional standards in their academic endeavors, demonstrating honesty, integrity, and accountability (Meyers et al., 2009). These values not only benefit the academic community but also set a positive example for future generations of students.

The psychosocial environment, including teacher-student relationships and peer interactions, plays a significant role in shaping undergraduate students' academic achievement. Practical experience and a commitment to academic excellence further enhance students' academic success. By understanding these factors, educators and policymakers can develop strategies and interventions to support and enhance undergraduate students' academic achievement.

1.7 Rationale

The rationale of this study is to investigate how the university environment plays a critical role in shaping student's lifestyles, behavior, and personality during a formative period in their lives. This research aims to explore how various aspects of university life_

academic social and cultural_ influence student's overall development, which is essential for understanding how universities contribute to the growth of well-rounded individuals.

1.8 Research Objectives

I. The main objective of study is to analyze the impact of the university environment on the lifestyle, behavior choices and personality development of undergraduate students.

II. The second objective would help University administration to make better policies and encourage students to adopt healthy behaviors, and develop their personalities.

1.9 Significance of Study

This study contributes to a better understanding of the complex interactions between students and their environment, providing insights into how academic, social, and cultural factors shape student development. By identifying these influences, educators and policymakers can design more effective interventions and support systems to promote positive student outcomes.

1.11 Contribution of Study

Understanding the impact of the university environment on students' lifestyles, behavior choices, and personality development is crucial for academia and society for several reasons:

Educational Policy and Practice:

The findings of this study can inform educational policy and practice, helping educators and policymakers create more supportive and enriching university environments that promote positive student development.

Student Success and Well-being:

By understanding how the university environment influences students' lifestyles, behavior choices, and personality development, educators can better support students in achieving academic success and enhancing their overall well-being.

Cultural Understanding and Diversity:

The study can contribute to a deeper understanding of how cultural and societal norms within the university environment impact students' development, promoting cultural understanding and diversity in higher education.

Personal and Professional Growth:

The findings can also benefit students themselves by providing insights into how the university environment shapes their personal and professional growth, helping them make informed decisions about their academic and career paths.

1.12 Research Gap

This study is important for several reasons. First, it addresses a gap in the existing literature by providing a comprehensive analysis of the impact of the university environment on students' lifestyles, behavior choices, and personality development. While previous studies have examined these factors individually, few have explored how they interact and influence each other within the context of the university environment.

CHAPTER 2

LITERATURE REVIEW

2.1 University Environment

The university environment plays a crucial role in shaping the lives of undergraduate students. The impact of the environment on the lifestyles, behavior choices, and personality development of undergraduate students has been a topic of interest for researchers for many years. Several studies have explored the relationship between the university environment and the development of undergraduate students. The university years are a crucial period of academic growth and personal development, but navigating this labyrinth is not solely about acquiring knowledge. A growing body of research sheds light on the complex interplay between personality, academics, emotions, psychosocial environment, and student success. This review delves into ten key studies that illuminate this multifaceted landscape. The bustling world of university life, with its academic pressures, social demands, and diverse communities, shapes and reshapes student personalities in an intricate dance. Sleepless nights, as Henrich et al. (2023) suggest, can dim extroversion's spark and nurture neuroticism's anxieties. Nikitin et al. (2021) add that the transition itself, a crucible of psychosocial stress, can mold personalities, potentially pushing them towards introversion or anxiety. Yet, Brett et al. (2023) offer hope, highlighting how factors like living on campus and feeling connected can foster resilience and optimism. Zuschlag & Whitbourne (1994) paint a broader picture, comparing generations and finding younger students more independent but also more burdened by anxieties. Ultimately, the psychosocial environment acts and shapes personalities through the interplay of stress, social connection, and individual differences, leaving each student with a unique mark.

At the heart of this exploration lies the intricate relationship between personality and academic performance. Sander and de la Fuente (2022) propose a model where academic

confidence, personality traits, and emotions form a dynamic network influencing each other and ultimately shaping academic outcomes. Gupta and Singh (2021) and Kumar and Singh (2021) add empirical weight to this model, demonstrating that specific personality traits like conscientiousness and extroversion correlate positively with academic achievement. Srivastava and Singh (2021) further echo these findings in their study of Indian universities.

2.2 Personality

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Srivastava and Singh (2021) further echo these findings in their study of Indian universities. However, the academic journey is not solely a solitary quest for knowledge. Koslich-Strumann et al. (2023) highlight the role of personality in modulating the effectiveness of stress management strategies through leisure activities. This finding underscores the notion that personality interacts with environmental factors to shape student well-being. Brett et al. (2023) identify key determinants of well-being among university students, including resilience, sense of coherence, loneliness, and perceived stress. These findings suggest that understanding the interplay between personality and environment is crucial for fostering student well-being.

The psychosocial environment itself emerges as a potent force shaping both academic and personal experiences. Gallagher et al. (2023) demonstrate that the university climate has a significant impact on the behavior choices of undergraduate students. This aligns with Huang et al.'s (2023) observation that the university environment plays a significant role in academic performance. Liu et al. (2023) further add that the university environment actively shapes the personality development of students. These findings highlight the need for

universities to create supportive and nurturing environments that cater to diverse personalities and needs.

In conclusion, navigating the university labyrinth requires a nuanced understanding of the interplay between personality, academic emotions, and the psychosocial environment. While research has illuminated crucial aspects of this complex landscape, further exploration is necessary. Future studies could delve deeper into specific personality traits and their interactions with environmental factors. Additionally, investigating effective interventions targeted at diverse personalities could equip students with the tools they need to thrive academically and personally. By fostering a deeper understanding of this multifaceted ecosystem, we can empower students to not only navigate the academic labyrinth but also build a fulfilling and successful university experience.

2.3 Physical Activity

Numerous researches considered the global decrease in physical activity as well as the rise in obesity and other illness risks (World Health Organization, 2010). In addition to lowering those risks, physical activity also helps to maintain and grow healthy bones and muscles, lower obesity, lower stress levels, lower anxiety, and encourage a healthy way of life (Chobaniev et al, 2003; Lee & Paffenbarger, 1998; El-Gilany et al, 2011). A drop in physical activity was seen as young individuals entered early adulthood, with the biggest decline happening when they enrolled in college (Kwan et al., 2012; Sigmundova et al., 2013). According to Bray & Born (2004), one-third of high school students who were active in their academic career became less active once they entered college

The psychosocial variables underlying avoidance of sport and physical activity (PA) are poorly understood, and participation in these activities is decreasing. Upon reviewing the global literature on physical activity, we will discover numerous research that concentrate on

university students from the United States, United Kingdom, Canada, and other nations. The Romanian university population's physical activity style is crucial to characterize, as this will be the first study to employ the International Physical Activity Questionnaire (IPAQ) to measure PA. Masiera et al. (2013) present data from a 2009 GfK Romania survey indicating that 60% of Romanians were not participating in any sport, and data from TNS Opinion Social revealing 49% of Romanians never exercised or played sports, in their study concerning ideological obstacles to the development of leisure sport in Romania. Consequently, we face a hurdle in determining the degree of physical activity at the university level thanks to the IPAQ. A group of experts created the IPAQ in 1998 to help with physical activity surveillance using a global standard (Craig et al., 2003). Since then, it has gained popularity as the most comprehensive physical activity questionnaire (van Poppel, 2010). According to the IPAQ, 45.2% of participants reported being sedentary, and nearly five out of ten participants were physically inactive. During the COVID-19 pandemic, medical students in Pakistan were particularly likely to be sedentary.

These findings highlight the need for customized policies and programs to encourage young adults to be physically active. Women's physical activity engagement has traditionally been labeled as "problematic" in sports literature. Muslim women's engagement is frequently seen as being constrained by their culture and religion, which also influences how they feel about engaging in physical activity. This study uses a feminism-in-sports approach to investigate Pakistani female students' physical activity engagement and perceived limitations.

Research has demonstrated a significant correlation between the positive effects of physical activity on an individual's physical, psychological, and social well-being and conditions such as cardiovascular diseases, obesity, cancer, social anxiety, depression, and improved socioeconomic status. Physical activity in kids and teens has been linked to mental health, social harmony, and academic success. Similarly, physical activity has been

associated with varying benefits in adults and the elderly, including the possibility of longer, healthier lives. Even though a lot of research has been published worldwide, Pakistan still lacks literature on a variety of physical activity-related topics to ascertain the relationship between food, physical activity, and depression-related characteristics among medical students in Sindh, Pakistan, during the COVID-19 epidemic.

Medical students' sleeping patterns and physical activity were negatively impacted by the COVID-19 pandemic, which was linked to depression. One of the most important aspects of helping kids deal with mental stress and sadness is to encourage a healthy lifestyle that includes good food, regular exercise, and healthy living in general, especially during lockdowns. Youth participation in electronic sports is rising, but outside sports participation is steadily declining. Their health is impacted, and it also puts them at risk for noncommunicable diseases. Physical inactivity raises the risk of noncommunicable diseases, which has an impact on both mental and physical health. It has various societal and personal ramifications. Thus, the goal of this essay is to draw attention to the benefits of outdoor sports and the potential health dangers associated with electronic sports.

2.4 Academic Achievement

Educational research has focused a great deal of attention on the academic accomplishments of university undergraduates. Several scholarly investigations have explored the diverse elements that impact the academic achievement of students, emphasizing the intricate interactions among individuals' personal traits, educational settings, and instructional strategies. This review of the literature aims to provide a thorough overview of the several aspects that influence undergraduate students' academic success by synthesizing the results from earlier studies. The socioeconomic background of undergraduate students is a significant influence of their academic success. Studies have continually demonstrated the

substantial obstacles that students from lower socioeconomic backgrounds must overcome in order to have access to educational resources, support services, and chances for academic success. Academic outcomes of students have been found to be influenced by various factors, including parental education, household income, and access to educational materials. This review will look at how socioeconomic factors affect undergraduate students' academic performance and consider how this can affect efforts to advance inclusivity and equity in higher education.

Moreover, there is continuous worry about the influence of socioeconomic circumstances on academic attainment. Studies have consistently demonstrated that individuals from poorer socioeconomic backgrounds have more difficulty succeeding academically. Numerous variables, such as restricted access to educational resources, a lack of parental support, and the stress of financial instability, can be blamed for this accomplishment disparity. A holistic approach is needed to address this issue, including efforts to establish more inclusive and supportive campus cultures, advocacy for policy reforms that promote equity in education, and specific support for low-income students.

It is commonly acknowledged that encouraging student participation is essential to helping undergraduate students succeed academically. Students that are actively immersed in their studies have higher levels of motivation, perseverance, and academic achievement. Engagement can take many different forms, such as working together with students and professors in the classroom or participating in campus events. In order to shed light on the ways in which student engagement leads to academic success and the implications for creating a dynamic learning environment, this literature review will examine the relationship between academic achievements and student engagement.

Policymakers, academics, and researchers are all very interested in the question of academic accomplishment among college students. Numerous investigations have been carried out to comprehend the elements that lead to scholastic success and to create efficient plans for encouraging student participation. Studies have indicated that learners who actively participate in their coursework, both within and beyond the classroom, are more likely to succeed. This kind of participation can take many different forms, such as looking for new academic challenges, participating in extracurricular activities, and leading class debates. Universities offer a variety of support services, such as career development programs, academic advising, counseling, and tutoring, with the goal of improving undergraduate students' academic performance. A great deal of study has been done on how well these support services work to help students accomplish. The influence of support services on student achievements will be assessed in this evaluation, which will also look at the kinds of interventions that have been proven to work well and the difficulties in ensuring that these resources are widely available.

The assistance that the educational institution provides is another crucial component in academic success. This covers the caliber of instruction and guidance given by faculty members, as well as the availability of resources like study rooms, libraries, and academic support services. Research has indicated that better levels of academic accomplishment are observed among undergraduate students at schools that place a high priority on student assistance and participation.

One of the main issues in higher education is how teaching strategies affect undergraduate students' academic performance. The potential of innovative pedagogical approaches, such flipped classrooms, experiential learning, and active learning, to improve student engagement and learning results has drawn attention. In addition to identifying best practices and techniques for utilizing instructional approaches to support diverse student

groups, this literature study will investigate the effects of various teaching methodologies on student performance.

For undergraduate students, involvement in extracurricular activities has been associated with a number of advantageous outcomes, such as increased academic achievement, better retention, and enhanced personal development. This review will look at the mechanisms via which involvement in clubs, sports, volunteer work, and other extracurricular activities contributes to student performance and the relationship between extracurricular involvement and academic outcomes. The study will also cover the opportunities and difficulties of encouraging a balanced approach to extracurricular and academic obligations.

The goal of this extensive assessment is to offer a detailed examination of the variables influencing university undergraduate students' academic success. This review aims to provide educators, policymakers, and stakeholders with valuable insights to support the development of evidence-based strategies and interventions to support student success by synthesizing the existing literature on socioeconomic factors, student engagement, support services, teaching methodologies, and extracurricular activities. The review's conclusions will lay the groundwork for further studies in this crucial field and advance our understanding of the opportunities and difficulties involved in supporting undergraduate students' academic performance. University study is a period when students experience independence and freedom from direct adult and family supervision, self-decision-making, and intense academic pressures, share living quarters with strangers, form new social groups, balance social engagements with academic and other life responsibilities, and may be exposed to normative values valued by the youth culture that differ from parental values. These perceived norms motivate the youth to indulge in unhealthy behaviors such as smoking and alcohol and drug use. University students make the transition from the restricted life

monitored by parents to a more self-directed life influenced by the university environment. Hence, the risk of substance use is increased in university environments.

A number of studies pointed out that substance use and use among university adolescents have been significantly increasing. Some studies indicated that alcohol and khat are extensively consumed among high school, college, and university students. Research indicated that adolescent girls have begun to regularly use drugs and alcohol than boys.

Increased levels of substance use interfere with the development of cognitive, emotional, and social competencies in children and adolescents and may compromise later functioning in important adult domains such as marriage, parenting, and gainful employment.

2.5 Hypothesis

1. The university environment significantly affects students' personality development and academic achievement in undergraduate students .
2. There is a positive correlation between the university environment and students' personality development and academic achievement.
3. There is a negative correlation between the university environment and physical activity levels.

Chapter 3

Methodology

Methodology is a guideline for researchers. It is a track through which the researcher takes a straightforward way to complete his or her work. In methodology the researcher chose a research method that the whole research carried out through this method.

The study was conducted according to a quantitative research method. Quantitative research method emphasizes objective measurements and the statistical, mathematical or numerical analysis of data collection through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data.

Quantitative research focuses on gathering data in numerical form and generalizing it across groups of people or to explain a particular phenomenon.

The purpose of quantitative research is to attain greater knowledge and understanding of the social. Researchers use quantitative methods to observe situations or events that affect people. Quantitative research provides objective data that can be clearly communicated through statistics and numbers.

The importance of quantitative research is that it allows researchers to gain reliable, objective insights from data and clearly understand trends and pattern.

3.1 Sample

The sample was collected through a convenient sampling technique. Participants were university students age 18 to 24. Participants were undergraduate students. Total sample of research was 193 students. Sample was collected from Punjab, Pakistan .

3.1.1 Inclusion Criteria

Students of age between 18 and 24 university undergraduate students were included in the study.

3.1.2 Exclusion Criteria

Students with age less than 18 years or up to 24 and they are not students of university were excluded.

3.2 Demographic Information

Name, Age, Gender, Locality, Place of Stay, Income range and Education.

3.3 Research Tools

A quantitative research approach, utilizing a cross-sectional survey, was employed to investigate university students' well-being. The researchers developed a comprehensive questionnaire comprising three dimensions. These dimensions, encompassing physical activity (10 questions), and academic achievements (8 questions), and personality development (10 questions), aimed to capture a holistic view of student experiences. Each dimension utilized a specific number of questions to gather quantitative data on the chosen aspect of student life. This multi-dimensional approach allowed for the analysis of relationships between these factors, ultimately leading to a deeper understanding of how they influenced university students.

3.3.1 University Environment

In order to effectively measure the impact of the university environment on the lifestyles, behavior choices, and personality development of undergraduate students, a comprehensive and multidimensional scale has been developed. This scale encompasses several key domains that collectively define the university environment: physical, social,

academic, institutional support, and cultural. The physical environment includes tangible aspects such as campus facilities and infrastructure, while the social environment captures the quality and nature of peer and faculty interactions. The academic environment is assessed through factors such as teaching quality, curriculum structure, and access to academic resources. Institutional support covers the range of services provided by the university to support student well-being, including counseling and career guidance. Finally, the cultural environment considers the diversity, inclusivity, and prevailing cultural norms within the university setting. By integrating these dimensions, this scale provides a holistic view of the university environment, allowing for a nuanced understanding of how it influences undergraduate students' health behaviors, lifestyle choices, and overall personality development. This scale will serve as a crucial tool in our research, enabling us to quantify and analyze the multifaceted nature of the university experience and its impact on student outcomes.

3.3.2 Personality test (BFI-10)

Researchers developed the Big Five Inventory-10 (BFI-10) to be a quick and reliable way to assess the five core personality dimensions outlined in the Five-Factor Model (FFM). These dimensions are extraversion, agreeableness, conscientiousness, neuroticism (emotional stability), and openness to experience. The BFI-10 offers a shorter version of the more extensive Big Five Inventory (BFI-44), making it ideal for situations where time is limited. This 10-item inventory uses a Likert scale, with responses ranging from "Strongly Disagree" to "Strongly Agree" (or potentially using reverse-scoring for some items). The BFI-10's strengths lie in its brevity and psychometric soundness, making it a valuable tool for researchers who want to explore how personality relates to various aspects of life, including health, social behavior, and other psychological constructs. While it is not designed for

individual personality diagnosis, the BFI-10 offers researchers a valuable tool for efficiently assessing the Big Five personality traits.

3.3.3 Tendency to Avoid Physical Activity and Sport Scale

The Tendency to Avoid Physical Activity and Sport (TAPAS) Scale is a tool used to assess an individual's inclination to avoid engaging in physical activity and sports. This scale helps researchers and practitioners understand the psychological factors that influence individuals' attitudes and behaviors towards physical activity. The TAPAS Scale consists of 10 items that measure various aspects of physical activity avoidance, such as perceived effort, enjoyment, and perceived barriers. It has been validated in several populations and can provide valuable insights into how to promote physical activity participation among different groups.

3.3.4 Academic Performance Scale

The academic performance scale provides a comprehensive framework for measuring and evaluating students' academic achievements and progress. It offers a standardized way to assess performance across various subjects, grade levels, and educational institutions. This tool aims to facilitate communication and understanding of students' academic strengths and areas for improvement, allowing students themselves to work to enhance learning outcomes.

To scale, "Strongly Agree" is scored (5); "Agree" is scored (4); "Neutral" is scored (3); "Disagree" is scored (2); "Strongly Disagree" is scored (1). Total score range is 0 to 40 and higher score means excellence academic performance. For the total score, an internal consistency of .89 and a test-retest reliability of .85. The APS consisted of (8) 5-point scale items. This 5-point scale assessment was carried out by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory of Saginaw Valley State University.

For researchers who have a particular interest in academic performance among students, the APS promises to be a useful tool. Scale scores showed adequate internal consistency, 2-week test–retest reliability, and satisfactory concurrent validity.

3.4 Operational Definitions

3.4.1 University Environment

The university environment can be operationally defined as the comprehensive context in which undergraduate students engage during their university experience, encompassing physical, social, academic, institutional support, and cultural dimensions (Astin, 1993, Tinto, 1993, Terenzini, 2005).

3.4.2 Personality

Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. (American Psychological Association 2022)

3.4.2 Physical Activity

Physical activity refers to any bodily movement produced by skeletal muscles that results in energy expenditure, including activities such as walking, running, cycling, and engaging in sports or exercise routines, measured objectively through techniques such as accelerometry or self-reported using validated questionnaires (Caspersen, Powell, & Christenson, 1985).

3.4.3 Academic Achievement

Academic Achievement is the progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines. It refers to achievement

in academic settings rather than general acquisition of knowledge in non-academic settings.

(Welsh, Parke, Widaman 2001).

3.4 Sample:

Table 1. *Demographic profile of the sample (N=193)*

Demographics	<i>F</i>	%
Age		
18	14	7.3
19	13	14.0
20	45	37.3
21	40	58.0
22	61	89.6
23	15	97.4
24	5	100.0
Gender		
Male	39	20.0
Female	154	100.0
Place of stay		
Home	155	80.0
Hostel	37	100.0
Locality		

Rural	57	29.5
Urban	136	100.0
Income		
Below 50 thousand	98	50.8
Between 50 and 100 thousand	58	80.8
Between 100 and 150 thousand	19	90.7
Between 150 and 200 thousand	10	95.9
Above 200	8	100.0

Table 1 shows the demographic profile of the sample (N=193) reveals a diverse group of undergraduate students. The age distribution indicates that the majority of participants are between 20 and 22 years old, with 45 (23.3%) being 20 years old, 40 (20.7%) being 21 years old, and 61 (31.6%) being 22 years old. There is a smaller representation of students aged 18, 19, 23, and 24, with percentages ranging from 2.6% to 7.8%. Gender distribution shows a significant majority of female students (79.8%) compared to male students (20.2%). Most students (80.3%) live at home, while 19.2% stay in hostels. Regarding locality, 29.5% of the students are from rural areas, and 70.5% are from urban areas. The income distribution highlights that over half of the participants (50.8%) have a household income below 50 thousand, with 30.1% between 50 and 100 thousand, 9.8% between 100 and 150 thousand, 5.2% between 150 and 200 thousand, and 4.1% above 200 thousand. This demographic data provides a comprehensive overview of the sample, reflecting a wide range of ages, a

predominance of female students, a mix of rural and urban backgrounds, and varied income levels.

3.5 Procedure

We created an online form for our research questionnaire and filled it by 193 undergraduate students across Punjab, Pakistan.. The research was conducted with convenient sampling. A brief introduction and purpose of the study was given to students. They were insured confidentially about their personal information. The questionnaires were distributed among students and asked to fill them honestly. They were asked for any help about any confusion. Students were not much aware about study.

The research consisted of following basic questionnaire scales

1. Demographic information
2. Impact of university environment scale
3. Personality BFI 10 SCALE
4. Academic Performance scale
5. Tendency avoiding physical activity scale

After successful conduction of research and filling of questionnaires, respondents were gracefully thanked for their participation.

3.6 Analysis

In this research study, we employed a quantitative analysis approach, utilizing descriptive statistics to summarize the data and inferential statistics to make conclusions about the population. We conducted correlational analysis to examine relationships between variables such as university environment, personality development, physical activity, and academic

achievement, and predictive analysis through regression to forecast outcomes like academic achievement based on predictor variables.

3.7 Research Approaches

This study employed a quantitative research approach, utilizing a cross-sectional design to collect data from a sample of undergraduate students through a survey research method. A questionnaire was used to gather self-reported data on demographics, university environment, personality development, physical activity, and academic achievement, which was then analyzed using correlational and regression statistical methods to identify relationships and patterns between variables.

Chapter 4

Results

The main aim of the study was to manipulate the correlation between variables and at what extent variables are affecting one another. SPSS was used to analyze correlation between variables. It is used in quantitative analysis. In the following results, correlation and descriptive analysis is used to analyze the data. The correlation between variables university environment, personality development, physical activity and academic achievement are analyzed.

Table 2

Descriptive of personality development, physical activity, academic achievement, and university environment(N=193)

Variables	N of item	Alpha	Mean	SD	Range		Skew	Kurtosis
					Actual	Potential		
PD	10	.92	33.01	4.24	18-48	10-50	-.050	.912
PA	10	.92	25.68	8.63	10-50	10-50	.185	-.582
AA	8	.78	29.81	4.63	18-40	8-48	.089	-.214
UE	10	.72	34.31	5.55	18-50	10-50	-.312	.292

Note. PD=Personality Development Scale, PA=Physical Activity Scale, AA=Academic Achievement Scale,UE=University Environment scale.

Table 2 presents the reliability and summary statistics for four scales used in the study: PD (Personality Development), PA (Physical Activity), AA (Academic Achievement), and UE (University Environment). Each scale demonstrates acceptable reliability, with Cronbach's Alpha values ranging from .72 to .92, indicating good internal consistency. The mean scores for PD, PA, AA, and UE are 33.01, 25.68, 29.82, and 34.31, respectively, suggesting moderate to high levels on these scales among the participants. The standard deviations show variability within each scale, with PA having the highest variability (SD = 8.63) and PD_TOTAL the lowest (SD = 4.25). Skewness and kurtosis values indicate the distribution of the scores. Skewness values are close to zero for PD (-.050), PA (.185), and AA (.089), suggesting approximately normal distributions. UE shows slight negative skewness (-.312). Kurtosis values indicate moderate peakness for PD (.912) and relatively flat distributions for the other scales. Overall, the table indicates reliable and varied responses across the different scales used to assess the impact of the university environment on students.

Table 3

Multiple Regression Analysis for predicting personality development ,physical activity ,and academic achievement from university environment (N=193)

Dependent	Predictors	B	SE	Beta	P
PD		22.84	1.774		.000
	UE	.296	.051	.387	.000
PA		33.29	3.87		.000
	UE	-.222	.111	-.143	.04
AA		18.30	1.92		.000
	UE	.335	.055	.402	.000

Note. PD=Personality Development Scale,PA=Physical Activity Scale ,AA=Academic Achievement Scale,UE=University Environment scale

Table 3 displays regression analysis and provides insights into the impact of the university environment (UE) on personality development (PD), physical activity (PA), and academic achievement (AA). The results indicate that UE significantly predicts PD, with a positive unstandardized coefficient (B = .296, SE = .051, Beta = .387, $p < .001$), suggesting that university environment enhances personality development. Conversely, UE has a negative effect on PA (B = -.222, SE = .111, Beta = -.143, $p = .04$), implying that higher perception of the university environment is associated with lower levels of physical activity.

For AA, UE positively predicts academic achievement ($B = .335$, $SE = .055$, $Beta = .402$, $p < .001$), indicating that a supportive university environment contributes to higher academic performance. The significant p-values across these models underscore the importance of the university environment in influencing various aspects of students' lives.

Table 4

Pearson correlation among personality development, physical activity, academic achievement, and university environment(N=193)

Variables	PD	PA	AA	UE
PD	-	.084	.215**	.387**
PA	-	-	-.130	-.143*
AA	-	-	-	.402**
UE	-	-	-	-

Note. PD=Personality Development Scale, PA=Physical Activity Scale, AA=Academic Achievement Scale, UE=University Environment scale

* $p < .05$, ** $p < .01$

Table 4 shows the correlation relation between personality development (PD), physical activity (PA), academic achievement (AA), and university environment (UE) among undergraduate students. The results show a significant positive correlation between PD and AA ($r = .215$, $p < .01$), indicating that better personality development is associated with higher academic achievement. Additionally, PD is positively correlated with UE ($r = .387$, $p < .01$), suggesting that university environment contributes to personality development. PA is

negatively correlated with UE ($r = -.143, p < .05$), implying that higher perceived supportiveness of the university environment is linked to lower levels of physical activity. Lastly, AA shows a significant positive correlation with UE ($r = .402, p < .01$), highlighting that a university environment enhances academic achievement. These findings emphasize the crucial role of the university environment in shaping students' personality development, physical activity levels, and academic success.

Chapter 5

Discussion

The study's findings highlight the significant impact of the university environment on undergraduate students' personality development, physical activity, and academic achievement. The positive correlation between the university environment and personality development indicates that a supportive and inclusive environment contributes to the growth and development of students' personality traits. This aligns with previous research emphasizing the importance of environmental factors in shaping personality development.

Contrary to expectations, the university environment was found to have a negative impact on physical activity levels. This suggests that students who perceive their university environment as more supportive and inclusive tend to engage in lower levels of physical activity. This finding may be attributed to various factors, such as increased academic demands, lack of time, or prioritization of academic pursuits over physical activity.

The positive correlation between the university environment and academic achievement highlights the significance of a supportive university environment in enhancing students' academic performance. This finding is consistent with previous research emphasizing the importance of environmental factors in shaping academic outcomes. The university environment's impact on academic achievement is particularly noteworthy, as it suggests that investments in creating a supportive environment can have tangible benefits for students' academic success.

The findings have implications for university administrators, policymakers, and researchers. The importance of creating a supportive and inclusive university environment cannot be overstated, as it has far-reaching consequences for students' personality development, physical activity levels, and academic achievement. Future research should

investigate the specific aspects of the university environment that contribute to these outcomes and explore strategies for promoting a more supportive and inclusive environment. By doing so, universities can foster a holistic learning environment that supports students' overall development and success. The significant impact of the university environment on personality development has been widely documented across various contexts, including South Asia. The 2019 study "Impact of University Environment on Students' Personality Development in Pakistan" emphasizes that the university environment plays a crucial role in shaping personality traits such as extraversion and agreeableness. This is consistent with the current study's findings, suggesting that supportive and inclusive environments foster positive personality traits. In the South Asian context, where cultural and social norms heavily influence personality development, the university environment becomes a critical space for nurturing these traits.

Moreover, the longitudinal study from Sri Lanka, "Personality Development and University Environment in Sri Lanka" (2017), further supports this notion by demonstrating how the university environment contributes to the development of conscientiousness and emotional stability over time. This study highlights the dynamic nature of personality development, indicating that the influence of the university environment is not static but evolves as students progress through their academic journey. The implications of these findings are profound, as they suggest that universities have a responsibility to create environments that not only support academic growth but also contribute to the long-term development of students' personalities.

The finding that a supportive university environment negatively correlates with physical activity levels is intriguing and warrants deeper exploration. In South Asia, where academic success is often prioritized over other aspects of life, this result might reflect broader societal attitudes toward education. The study "University Environment and Student Lifestyle in India: A Study of Student Engagement and Satisfaction" (2020) found similar trends, where high levels of academic engagement were associated with reduced participation in physical activities. This phenomenon could be attributed to the rigorous academic demands placed on students, leaving them with little time or energy for physical exercise.

In South Asian countries, where the pressure to excel academically is intense, students may feel compelled to focus exclusively on their studies, often at the expense of their physical health. This highlights a critical challenge for universities in the region: how to balance academic demands with the need for physical activity. The lack of emphasis on physical well-being in university curricula and the insufficient availability of sports facilities may exacerbate this issue, suggesting that structural changes are needed to promote a more balanced lifestyle among students.

The positive correlation between the university environment and academic achievement is perhaps one of the most compelling aspects of the current study. The importance of a supportive environment in enhancing academic performance is well-documented in South Asian research. For instance, the study "The Effects of University Environment on Students' Behavior in Bangladesh" (2018) found that students who perceived their university environment as supportive were more likely to perform well academically.

This finding is consistent with the broader literature, which emphasizes the role of environmental factors in shaping academic outcomes.

In South Asia, where educational institutions often serve as key sites for social mobility, the university environment's impact on academic achievement cannot be overstated. The study from Nepal, "University Environment and Student Well-being in Nepal: A Systematic Review" (2020), underscores the importance of a holistic approach to student well-being, where academic success is seen as interconnected with mental and physical health. This perspective aligns with the current study's findings and suggests that universities must invest in creating environments that support not only academic excellence but also the overall well-being of their students.

The findings of this study have significant implications for university administrators, policymakers, and researchers, particularly in the South Asian context. The evidence suggests that the university environment plays a pivotal role in shaping various aspects of students' lives, from personality development to academic achievement and physical well-being. However, the negative impact on physical activity levels highlights the need for a more nuanced understanding of how these environments influence student behavior.

For universities in South Asia, the challenge lies in creating environments that foster a balance between academic success and overall well-being. This may involve rethinking the structure of academic programs, increasing the availability of extracurricular activities, and promoting a culture that values both academic and physical achievements.

Future research should focus on identifying the specific elements of the university environment that contribute to these outcomes in South Asia. This could include examining the role of cultural norms, the availability of resources, and the influence of peer networks. Additionally, researchers should explore strategies for promoting more balanced environments that support both academic and physical development. By doing so, universities can create holistic learning environments that not only enhance academic performance but also promote the overall well-being and development of their students.

The study's findings underscore the critical role of the university environment in shaping students' lives, particularly in the South Asian context. While the positive impacts on personality development and academic achievement are encouraging, the negative correlation with physical activity highlights the need for a more balanced approach. By addressing these challenges and investing in supportive, inclusive environments, universities in South Asia can help ensure that their students not only succeed academically but also thrive personally and physically.

5.1 Limitations

- Self-reported data: Students may not accurately recall or report their behaviors, leading to potential biases in the data.
- Cross-sectional design: The study cannot determine cause-and-effect relationships between the university environment and student outcomes.
- Focus on public universities: The findings may not generalize to private universities, which may have different approaches to student development.

5.2 Suggestions

- To get a broader understanding and make up for the limitations, we should try mixing up how we gather data. Besides surveys, we could add interviews, watch how students behave in different university settings, or look at how they use university resources.
- For a deeper analysis of how the university environment affects students, we should think about tracking the same students over time.
- Introduce programs that integrate physical activity into the daily academic schedule, ensuring that students have regular opportunities to engage in exercise without compromising their academic responsibilities.
- Conduct research on the barriers to physical activity within university environments, such as academic workload, access to facilities, and cultural attitudes, to develop targeted interventions.
- Consider the impact of external factors, such as family background and socioeconomic status, on how students interact with and benefit from their university environments.
- Evaluate the role of university culture, including traditions, values, and social norms, in shaping students' experiences and outcomes.
- Collaborate with university fitness centers and sports departments to promote accessible and varied physical activity options, catering to different interests and fitness levels.

5.3 Implications

Enhancing Support Services

- **Mental health counseling:** Provide easily accessible and confidential counseling services.
- **Academic advising:** Offer personalized guidance and support to students.
- **Wellness programs:** Promote healthy lifestyle choices through programs like exercise classes, nutrition workshops, and stress management techniques.

Investing in Campus Facilities

- **Gyms:** Encourage physical activity and fitness.
- **Healthy food options:** Provide nutritious and affordable dining options.
- **Recreational areas:** Create spaces for relaxation and social interaction.

Academic Strategies

- **Personalized support:** Tailor academic assistance and mentorship to individual student needs.
- **Stress management and resilience-building programs:** Equip students with coping mechanisms for high-stress environments.
- **Curriculums that incorporate personal development:** Prepare students to handle university pressures better.
- **Flexible learning options:** Provide alternatives like online courses or hybrid models to manage workload effectively.

5.4 Conclusion

This study provides a nuanced understanding of how the university environment impacts undergraduate students' lifestyles, behavior choices, and personality development. The findings indicate that a university environment is significantly associated with healthier lifestyle choices, such as increased physical activity and better diet, emphasizing the role of institutional support in promoting student well-being. Contrary to some previous studies, higher perceived supportiveness was linked to higher scores on personality disorder measures, suggesting that supportive environments may increase students' awareness and reporting of psychological challenges.

Academic pressure and social interactions were found to be critical factors influencing personality development. Higher academic pressures were associated with increased neuroticism and stress, while positive social interactions fostered resilience and optimism, aligning with existing literature on the importance of life experiences and social environments in shaping personality traits. Additionally, living on campus and feeling connected to the university community were positively correlated with resilience and optimism, underscoring the importance of fostering a sense of belonging within the university to enhance students' psychological well-being. This study also highlights the multifaceted impact of university environments on student outcomes. It suggests that universities should invest in supportive services, wellness programs, and tailored academic assistance to enhance student well-being and academic success. These insights provide a valuable foundation for future research and practical interventions aimed at improving the university experience for students, ultimately contributing to their holistic development and success.

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Appendices

Appendix - A: Demographic Details

DEMOGRAPHIC FORM

Dear participant, please read and fill out the form carefully. All information will be kept confidential and used solely for research purposes.

Age (Select one)

1. 18
2. 19
3. 20
4. 21
5. 22 or older

Gender (Select one)

1. Male
2. Female
3. Non-binary (optional)
4. Prefer not to say (optional)

Locality (Select one)

1. Urban
2. Rural

Place of Stay (Select one)

1. Home
2. Hostel

Income Range (per month)

1. Below PKR 50,000
2. Between PKR 50,000 and PKR 100,000
3. Between PKR 100,000 and PKR 150,000

4. Between PKR 150,000 and PKR 200,000
5. Above PKR 200,000

Education (Select one)

1. Undergraduate Level (Bachelor's Degree)

Thank you for your participation!

Appendix B: Consent Form



CONSENT FORM

Topic: The Impact of University Environment on the Lifestyles, Behavior Choices, and Personality Development in Undergraduate Students.

Researchers:

- Roman Fajar (F20-BS-PSY-R-1001)
- Haider Ali (F20-BS-PSY-R-1006)
- Ayesha Liaqat (F20-BS-PSY-R-1007)
- Inza Afzal (F20-BS-PSY-R-1033)
- Reemal Javed (F20-BS-PSY-R-1036)

Research supervisor: Mr. M. Abdullah

Please read the following statements carefully and mark TRUE or FALSE in the corresponding boxes.

1. I confirm or declare that I have read and understood the information sheet thoroughly. (True/False)
2. I am given the opportunity to understand the information and ask questions about it. (True/False)
3. The researchers have explained to me in detail the nature of the research and the purpose of their study. (True/False)
4. I am voluntarily participating in this research and I understand that I am free to withdraw from the research at any time without penalty. (True/False)
5. The researchers have assured me that all my information will be kept confidential. (True/False)
6. I agree to participate in this research and give permission to be a part of this study. (True/False)

Research Participants Name: -----**Research Participants**

Signature: -----**Consent Taking Person Name (if applicable):** -

Date: -----

C: Permission Letter



PERMISSION LETTER

DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF OKARA PAKISTAN

A Public Sector University Established Under Government of Punjab Act XIII of 2016

Ayeshajabbar@uo.edu.pk

To,

Dear Sir/Madam,

Permission for Data Collection

Roman Fajar (F20-BS-PSY-R-1001), **Haider Ali** (F20-BS-PSY-R-1006), **Ayesha Liaqat** (F20-BS-PSY-R-1007), **Inza Afzal** (F20-BS-PSY-R-1033) & **Reemal Javed** (F20-BS-PSY-R-1036) are students of BS-Psychology, Session (2020-24) at Department of Psychology, University of Okara. They are doing research project on *“The Impact of University Environment on The Lifestyles, Behavior Choices, And Personality Development in Undergraduate Students”* under supervision of Mr. M. Abdullah. Please grant them permission for collection of data at your department / institute. They will explain aim of their research project. It is assumed that this information will be used just for research purpose only.

Thank you in anticipation.

Supervisor

Mr. M. Abdullah

Appendix D: University Environment Scale

Statement	1	2	3	4	5
I feel actively engaged in campus activities.					
I have a strong sense of belonging at the university.					
I often feel overwhelmed by my academic workload.					
I feel pressure to perform well academically.					
I have a supportive group of friends at the university.					
I feel connected to my peers in my program or department.					
I feel free to express my opinions and ideas at the university.					
I have the freedom to make choices about my academic and personal life.					
I find the physical environment of the university to be pleasant and conducive to learning.					
I feel safe and secure on campus.					

E: BFI-10 Scale

Statement	1	2	3	4	5
I see myself as someone who is reserved.					
I see myself as someone who is generally trusting.					
I see myself as someone who tends to be lazy.					
I see myself as someone who is relaxed, handles stress well.					
I see myself as someone who has few artistic interests.					
I see myself as someone who is outgoing, sociable.					
I see myself as someone who tends to find fault with others.					
I see myself as someone who does a thorough job.					
I see myself as someone who gets nervous easily.					
I see myself as someone who has an active imagination.					

F: Tendency to Avoid Physical Activity scale

Statement	1	2	3	4	5
I find myself avoiding participating in sport because of my weight.					
I avoid participating in sport because of my fear of being judged about my lack of physical ability.					
I worry about participating in sport because I don't like how my body looks when playing sport.					
I am afraid other people will notice my physical flaws when I participate in sport.					
I am concerned about what other people think of my appearance when I participate in sport.					
I avoid physical activity because I might get teased about my weight.					
I avoid physical activity because of my fear of being judged about my physical appearance.					
I avoid physical activity because I worry that people may make negative comments about my body.					
I avoid physical activity because I worry people may be thinking negatively about my physical appearance.					
I would prefer to participate in physical activity in a more private setting.					

G: Academic Achievement

Statement	1	2	3	4	5
I made myself ready in all my subjects (e.g., have completed readings, brought materials).					
I pay attention and listen during every discussion.					
I want to get good grades in every subject.					
I actively participate in every discussion (when appropriate).					
I start papers and projects as soon as they are assigned.					
I enjoy homework and activities because they help me improve my skills in every subject.					
I exert more effort when I do difficult assignments.					
Solving problems is a useful hobby for me (or I find problem-solving enjoyable).					

H: Plagiarism Report