A Study on Contextual Determinants Affecting Mental Well-Being of Female Students Studying in Women-Exclusive Private Universities in Rajasthan

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Abstract

Purpose - The study aims to examine the factors that impact the mental well-being of female management students. This research provides an understanding of the different factors like Social support (SS), family demand (FD), healthy lifestyle (HL) and Academic stress (AS) that influence mental well-being (MWB) that can affect the mental well-being.

Design/methodology/approach- Empirical analysis was conducted, which included a sample of 200 female students using convenient sampling and analyzing quantitative data through SPSS software to identify the factors that influence mental well-being and to identify any significant differences in the experiences of female management students.

Findings - The study reveals that family demand is a significant factor contributing to mental well-being, whereas other factors are insignificant in relation to the mental well-being of female management students.

Research Limitations/Implications: This study cannot be generalized to other disciplines/ programmes as it caters only to female management students. This research will be helpful in future studies to identify the significant causes of mental well-being of management students and what can be done to support students and medical professionals who interact with these students.

Keywords: Mental well-being, Social support, Family demand, Healthy lifestyle, Academic stress.

Introduction

When students enter college, it is a period when they become more independent and start making their own choices. Students are in a transition period as they are shifting from school to university. When students attend college, their primary goal is to graduate with an educational degree, which will help them obtain good jobs and live happy lives. However, transitioning from school to university might be tough for a few students because it differs from what they are used to. They must adapt to a new lifestyle and take more responsibility. For many individuals, this can be stressful and overwhelming. College is a time when students may experience many ups and downs. During the transition period to college life, students experience several problems that can cause stress. These challenges include feelings of loneliness, meeting family expectations, academic pressure, and trying to maintain a healthy lifestyle. These factors can have a direct effect on the mental well-being of students. University

students' mental well-being significantly affects academic performance, growth, and overall quality of life. Mental well-being is a vital component of a person's health and happiness. It refers to an individual's emotional health, psychological well-being, social state, contentment, and ability to handle life's challenges. Mental well-being has garnered increasing attention in recent decades, particularly concerning the well-being of university students. This is probably because of three connected problems. Parents have high hopes for their children's academic achievement, anticipating that they will excel and outperform their peers. These demands and expectations from family members cause stress. During this time, college students frequently develop unhealthy lifestyles and engage in limited physical activity (Wengreen & Moncur, 2009). These challenges may have an adverse effect on students' mental well-being. The World Health Organization (WHO) defines mental health as "a state of well-being in which someone realizes his or her own capabilities, can handle common life challenges, can work efficiently and successfully, and is able to make an impact on his or her community."

When a college student experiences excessive stress, this can hurt their mental well-being. Students may feel or experience symptoms like headaches, feeling anxious or depressed, and struggling academically (Deng et al., 2022). Based on the findings of Mahasneh, having strong and supportive family and friends can improve and make us feel happier and more emotionally stable, which can help us achieve our goals. It can boost our mental well-being and help us cope with life's challenges (Mahasneh, 2022). As stated by Chawla and Sachdev, academic problems are the primary cause of stress for college students, including factors like exams, assignments, workload, and performance expectations. When anxious over a long period of time, it may affect your daily life and possibly affect your well-being and mind (Chawla & Sachdeva, 2017). The study conducted by the author Abbas highlights that the way parents expect things from their children can significantly influence their mental wellbeing (Abbas, 2020). A healthy connection with family members is essential for mental well-being. It is like an important component for emotional well-being. Taking care of your mental well-being is essential, and having a supportive and pleasant relationship with family may be beneficial. This study addresses the importance of a strong family connection for overall mental wellness, which highlights that parents' high hopes for their children might affect their mental well-being. Thus, a healthy relationship with family is an essential factor for good mental well-being. Keeping yourself healthy is really important. There are lots of factors, like eating a balanced diet, engaging in regular exercise, managing stress levels, and having an upbeat personality, which can impact an individual's health. Adopting a healthy lifestyle can improve overall mental well-being (Chomistek et al., 2015). As stated by the author Deng, students can effectively manage stress and depression with the help of counselling, guidance from teachers, and support from family. By using techniques such as biofeedback (a method to control the body's responses), yoga, life-skills instruction, and mindfulness meditation, students' mental well-being can be improved (Deng et al., 2022).
This research provides an understanding of various factors that may influence mental well-being.

Literature review
Social support is a crucial antecedent of mental well-being. The material and spiritual support an individual gets from friends, family, co-workers, or organisations that form social connections can be termed as social support. When individuals have a supportive group of friends or family, it tends to enhance their emotional state and make them more positive about their lives overall(Cohen & Wills, 1985). Research by McLean indicates that social support is

associated with positive outcomes of students in relation to academic achievement, along with mental well-being(McLean et al., 2022). According to the authors, Hongyao and Ni, a study on 207 university students found some significant relationships. They observed that when these students feel more supported by their circle of friends, they experience lower levels of stress and anxiety. In addition to that, their overall mental health appeared to be in a better state as well. Furthermore, the study observed that this support acted as a shield, reducing the adverse effects of stress and anxiety on their mental health. Having people who are worried about us and are there for us can improve our mental wellbeing (Hongyao & Ni, 2023). It has been observed that subjective well-being and social support among Jordanian university students have a positive correlation with each other (Mahasneh, 2022). The authors Pan et al. conducted research to understand the experience of female university athlete students on gender consciousness and social support. Findings suggest that female athletes are supported by teammates as well as by their family, teachers, and coaches. This collective support network creates an environment where teammates prioritize encouragement over individual performance. Moreover, in their daily lives, these athletes actively engage in planning, maintain friendships, and take actions to enhance their overall well-being, potentially contributing to their positive bodily self-esteem (Pan et al., 2022). The studies demonstrated a link between good friendships and academic success. Students who indicated greater levels of emotional well-being and openness to change outperformed indicated lower levels of relationship quality (Shanti et al., 2021). A study conducted by the author Cipolletta et al. in Italy aimed to find out how social support influences the well-being of international students, considering factors such as nationality, length of stay, and social adjustment. The results revealed that predictors like the duration of an international student's stay, cultural differences, and the availability of professional help had a significant impact on their well-being(Cipolletta et al., 2022). Research found that when individuals get support from their social circles, it has a positive effect on their mental well-being (Inagaki & Orehek, 2017). A study carried out by DashtBozorgi and Homae in Iran examined how self-compassion, social support, hope, and subjective well-being link with nursing students. The findings revealed strong relationships between nursing students' self-compassion, social support, hope, and overall well-being (DashtBozorgi & Homaei, 2018).

According to the studies by Diener et al. and Tov, social support positively impacts an individual's achievement and plays an important role in motivating an individual (Diener et al., 2020)(Tov, 2018). Having strong and supportive friendships during emerging adulthood has a positive influence on the mental well-being of young adults (Miething et al., 2016). The authors Khallad and Jabr conducted a study on social support, family-related pressures, and mental well-being in both Turkey and Jordan and explored perceived social support (PSS), family demands, and mental well-being as major predictors. According to the results, perceived social support improves mental well-being in both Turkey and Jordan. However, the impact of family demands differs between these two cultural situations (Khallad & Jabr, 2016). According to Brailovskaia et al., Maymon et al., McCoy et al., and Scanlon et al., support from friends, family, and the academic community is crucial in developing the educational experiences of students and it has a direct effect on their academic success and well-being (Brailovskaia et al., 2018) ; (Maymon et al., 2019) ; (McCoy et al., 2014) ; (Scanlon et al., 2020). When going through a difficult moment, having a strong support network of family and friends can be really therapeutic. It can make a huge difference in how they deal with difficulties, recover from challenging situations, and feel optimistic about life. When individuals care about themselves, it can lift their mood and make them less likely to feel down or suffer from issues with mental health, such as stress and Depression.

H1: Social support has a significant relationship with mental well-being.

Family demands are the set of expectations that family members put on an individual, especially when it is related to academic performance. These demands may include the desire for high marks, achievements, and successful completion of specific academic goals. A study conducted by Deng et al. examined how family and academic stress affect students' levels of depression. The results reveal that when students encounter stress from their families, it can have a positive effect on their feelings of depression. In simpler terms, it can cause much stress, especially when their family expects too much from them. Students' physical and mental well-being suffers because of their parents' high expectations. When families expect students to do well in university, that pressure can make students feel extremely depressed. This research explains how family-related stress and high academic expectations a negative impact on their emotions can have, leading to depression. The study was conducted in Turkey and Jordan. Studies show that high expectations and demands from family may impact their mental and physical well-being as well (Deng et al., 2022). The pressure to succeed in university and meet family expectations can be harmful to students' overall health (Khallad & Jabr, 2016). Covarrubias et al conducted research in the United States to examine the relationship between family achievement guilt and university students' mental well-being. The study revealed that feelings of guilt towards family achievements have a negative influence on children's mental well-being (Covarrubias et al., 2015). According to Deb et al., A study of college students in Kolkata discovered that a significant 66% were facing parental pressure over their academic performance. The pressure that comes from parental expectations has an impact on the daily activities of young students. It highlights how parents' desires for the academic success of their kids may have a heavy impact on them. This common issue highlights the critical role of family connection in the levels of stress students experience, particularly when it comes to their learning. Such parental expectations cause stress as individuals seek to fulfil the expectations of their families' academic goals, affecting their well-being. Understanding and resolving these issues is critical for promoting students' mental health. The study highlights that family expectations are contributing factors to the pressure faced by these students (Deb et al., 2014).

H2: Family demands have a significant relationship with mental well-being.

Living a healthy lifestyle can make us feel better overall. It means taking care of our bodies and minds by getting sufficient sleep, consuming nutritious food, exercising, and practising yoga. This can help us improve our overall well-being (Velten et al., 2018) . In a study conducted by Hernández et al., it was revealed that the Academic variables, such as undergraduate status and Arts and Humanities discipline, are associated with higher psychopathological symptoms and lower sports engagement, consistent with the negative correlation between psychopathology and healthy habits(Ruiz-Hernández et al., 2022).

Research conducted by Schnettler et al. in Chile explored the connection between students' eating habits and their subjective well-being. The study reveals that there is a link between how students eat and their overall mental well-being. The findings emphasised the impact of eating habits on individual mental health. It claimed that what people eat may influence their feelings and emotions, emphasising the importance of healthy eating for both physical and mental well-being. Healthy lifestyles improve college students' health, mental well-being, and academic performance. It is not about becoming physically fit; it is also about feeling better emotionally, performing well in university, and overall being healthier. This is especially crucial for kids who are stressed or depressed. Developing healthy habits such as eating healthily, exercising, and controlling stress can help students handle problems better and even enhance their general

state of mind(Schnettler et al., 2015). Making healthy choices might help youngsters who are stressed or feeling down feel better and perform better academically. It is especially helpful for students who are dealing with stress and depression (Melnyk et al., 2014).

H3: A Healthy lifestyle has a significant relationship with mental well-being.
Academic stress refers to when a student faces challenging situations, such as balancing their personal and academic lives, competing with peers, and taking exams. It includes pressure from family and teachers to meet high academic expectations (Aihie & Ohanaka, 2019). Findings from a study by Barbayannis et al. indicate that there is a positive relationship between academic stress and mental well-being, with higher levels of academic stress associated with poorer mental well-being in the United States (Barbayannis et al., 2022). It has been observed that Family demands and extended academic stress have a positive effect on students' depression levels. Higher levels of family demands are connected with increased depression, while extended academic stress positively affects depression levels (Deng et al., 2022). High levels of academic stress can cause stress, anxiety, and depression. Academic stress is something that students may feel because they have their own personal goals and expectations for doing well in school. They want to achieve good grades and succeed academically. Imagine being under immense pressure to do something perfectly and worrying excessively about it, this stress and anxiety affect students similarly. It is not just about academic achievement; it is also about how this pressure affects students emotionally. This is a serious problem because it impacts their daily well-being. Understanding it not only affects grades but also mental well-being is important. Finding an appropriate balance between academic success and mental well-being becomes important. Students and educational institutions need stress management measures to ensure that academic success does not compromise students' emotional and mental well-being (Ibrahim et al., 2013). Prioritising mental health with academic goals becomes essential for improving the experience for students. However, they can also feel stressed because they sense that their parents and teachers have certain expectations of them. They might feel pressured to meet these expectations, which may result in academic stress (Dhull et al., 2015). In the view of Deb et al., the education system can be stressful due to numerous factors. Factors like overcrowded classrooms, a lack of resources, and studying for long periods of time add to the stress. These problems make it difficult for students, putting a lot of pressure on their learning. The study addressed how these challenges in the educational system contribute to the stress that students experience, thus affecting their learning experiences (Deb et al., 2015). It has been observed that high levels of anxiety and depression (90.2% showed depressive symptoms, 44.5% had moderate anxiety). The study identified several predictors related to anxiety and depression among Turkish medical students during the COVID-19 pandemic. Additionally, the study went further to find numerous factors that appear to be associated with these increased levels of anxiety and depression among Turkish medical students during the pandemic. Gender differences, the academic year (particularly among early-stage students), a history of seeking psychological therapy, ongoing mental health treatment, personal experiences involving the loss of someone due to the pandemic, financial challenges, health-related issues, and even the students perceptions of mental well-being emerged as significant factors influencing their mental well-being. These findings show the varied nature of the mental health difficulties that medical students experience. Aside from the immediate effects of the pandemic, a variety of personal and social factors affect the mental health situation for these students. Understanding these factors is critical in developing comprehensive support systems that are customised not only to these students' academic needs but also to their mental health needs (Çimen et al., 2022). Despite the significant studies on the effects of several factors on

the mental well-being of university students, there is a lack of research on female management students' mental well-being. Therefore, this research aims to fill this gap by examining the factors influencing the mental well-being of female management students in private universities of Rajasthan, India.

H4: Academic stress has a significant relationship with mental well-being.
RESEARCH OBJECTIVES
1.   To access and examine the relationship between social support and mental well-being among the target population of management students in women-exclusive private universities of Rajasthan.
2.   To access and examine the relationship between academic stress and mental well-being among the target population of female management students in private universities of Rajasthan.
3.   To access and examine the relationship between a healthy lifestyle and the mental well-being of female management students in Rajasthan.
4.   To examine the relationship between family demands and the mental well-being of female management students in women-exclusive private universities of Rajasthan.

Research methodology
According to relevant literature, social support, academic stress, healthy lifestyle, and family demands were independent variables, and mental well-being was the dependent variable. Tested four hypotheses for this study, those are: H1: Social support has a significant relationship with mental well-being. H2: Family demand has a significant relationship with mental well-being. H3: A Healthy lifestyle has a significant relationship with mental well-being. H4: Academic stress has a significant relationship with mental well-being.

Sampling
A convenient sampling technique was chosen to choose a sample size of 200 female management students from women-exclusive private universities in Rajasthan due to practical constraints while still obtaining meaningful insights into the mental well-being of female management students. This study employs an empirical study to explore the relationship between social support, family demands, academic stress, and healthy lifestyle with mental well-being in female management students.

Data Collection
The data is collected using a standardized questionnaire. The questionnaire is distributed to the participants during class hours, and informed consent is received from all participants before filling out the questionnaire. The study will use six standardized scales to collect data: The Multi-dimensional Scale of Perceived Social Support (MSPSS) to assess perceived social support(Zimet et al., 1988), the Patient Health Questionnaire (PHQ-8) to measure depression levels, and the Perceived Stress Scale (PSS-10) to measure stress levels(Cohen et al., 1983). Family demands will be measured through a scale developed by (Netemeyer et al., 1996), while the academic stress of the student will be evaluated using Academic Stress Scale (ASS), developed by Rajendran and Kaliappan (1991). The Health-Promoting Lifestyle Profile (HPLP) to assess healthy lifestyle and scale was developed by (Walker et al., 1995). A Likert 5-point scale was used for scoring. Each item had five options to choose from: strongly agree, agree, somewhat agree, disagree, and strongly disagree, with 5 points, 4 points, 3 points, 2 points, and 1 point, respectively.

Data analysis
Data collected through the scales will be analyzed using descriptive and inferential statistical techniques, including arithmetic mean and linear regression analysis. SPSS software will be used for data analysis.

Results and discussion
Descriptive Statistics
The data that was used was obtained from 200 management students studying in women's exclusive private universities in Rajasthan. The mean well-being score is 3.0407, showing that on average, participants scored slightly above neutral on this variable. The mean social support score is 3.4690, suggesting that participants perceive a moderate level of social support.

The mean family demand score is 3.2210, indicating that participants perceive a moderate level of demands from their family. The mean healthy lifestyle score is 3.4040, indicating that participants have a moderately healthy lifestyle. The mean academic stress score is 3.1310, suggesting that participants experience a moderate level of academic stress.
Table 1 shows the descriptive statistics of five variables: well-being, social support, family demand, healthy lifestyle, and academic stress. The mean is the average value of each factor in the sample. The standard deviation demonstrates how the distribution of the data is distributed or how variable the data are. More variety in the data is indicated by a higher standard deviation. Each variable's standard deviation falls between.60437 and.92982, showing that there is some variation in the responses.

Table 1 Descriptive Statistics

	Mean	Std. Deviation	N
MWB	3.0407	.82538	200
SS	3.4690	.60437	200
FD	3.2210	.80236	200
HL	3.4040	.63340	200
AS	3.1310	.92982	200

Source: Author's own processing.

Reliability statistics
The findings reveal that all scales are at acceptable levels of reliability. The Cronbach's alpha coefficients range from .680 to .897. The mental well-being scale has the highest coefficient, indicating a high level of reliable data.
Table 2 shows that the reliability statistics of social support, family demands, a healthy lifestyle, academic stress, and mental well-being are the five variables. A scale or instrument's consistency and stability are evaluated using reliability statistics. A commonly used indicator of internal consistency, Cronbach's alpha, reveals how closely a scale element reflects its underlying structure. These findings reveal that the scales used in the research are reliable and could be used to evaluate the factors influencing the mental well-being of management students in women-exclusive private universities in Rajasthan.

Table 2: Reliability Statistics

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
SS	.680	.711	5
FD	.743	.744	5
HL	.672	.679	5
AS	.882	.881	5
MWB	.897	.895	10

Source: Author's own processing.

Correlation Matrix.
Table 3 shows that social support has a significant relationship with mental well-being. The positive correlation between social support and mental well-being is weak and negative (r = -.044, p = .268). Therefore, it doesn't seem that social support in this had a major impact on mental well-being. Academic stress has a significant relationship with mental well-being.

The correlation between academic stress and mental well-being is weak and positive (r = .054, p = .226). Therefore, it doesn't seem that academic stress in this sample significantly correlates with mental well-being.

A healthy lifestyle has a significant relationship with mental well-being. The correlation between a healthy lifestyle and mental well-being is weak and negative (r = -.021, p = .385). As a result, it doesn't seem that living a healthy lifestyle has a major effect on mental well-being in this sample.

Family demands have a significant relationship with mental well-being. The correlation between family demands and mental well-being is strong and positive (r = .936, p < .001). As a result, it seems that in this sample, family demands had a big impact on mental well-being.

Table 3: Correlations Matrix

		MW	SS	FD	HL	AS
Pearson Correlation	MWB	1.000	-.044	.936	-.021	.054
	SS	-.044	1.000	-.094	.948	-.218
	FD	.936	-.094	1.000	-.073	.256
	HL	-.021	.948	-.073	1.000	-.228
	AS	.054	-.218	.256	-.228	1.000
Sig. (1-tailed)	MWB		.268	.000	.385	.226
	SS	.268		.093	.000	.001
	FD	.000	.093		.154	.000
	HL	.385	.000	.154		.001
	AS	.226	.001	.000	.001	
N	MWB	200	200	200	200	200
	SS	200	200	200	200	200
	FD	200	200	200	200	200
	HL	200	200	200	200	200
	AS	200	200	200	200	200

Source: Author's own processing.

Factors influencing Mental well-being.
Table 4 shows the factors influencing mental well-being for an analysis of multiple linear regression conducted in the research. The significance level is .000, which is less than the standard alpha level of .05. This indicates that the model is statistically significant and predictors (academic stress, social support, family demands, and healthy lifestyle) significantly affect the mental well-being of management students in Rajasthan. Therefore, accept the hypothesis that these variables significantly impact the variance in mental well-being among the target population.

Table 4 Factors influencing Mental well-being.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.956ᵃ	.914	.912	.24437	.914	518.804	4	195	.000	2.002

a. Predictors: (Constant), AcademicStress, Socialsupport, Familydemand, Healthylifestyle
b. Dependent Variable: mental well-being

Source: Author's own processing.

Social Support and Mental Well-Being

Table 5 shows the significance level of social support is .535, which is greater than the standard alpha level of .05. This indicates that the variable, social support, is not statistically significant. Therefore, reject the hypothesis that social support significantly plays a role to the variance in mental well-being among the target population.

Table 5 Social Support and Mental Well-Being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.044ª	.002	-.003	.82665	.002	.386	1	198	.535	1.775
a. Predictors: (Constant), Social support										
b. Dependent Variable: mental well-being										

Source: Author's own processing.

Family Demand and Mental Well-Being

Table 6 shows the significance level of family demand is .000, which is less than the standard alpha level of .05. This indicates that the variable family demand is statistically significant in explaining the variance in mental well-being among the management students in women-exclusive private universities of Rajasthan. Therefore, accept the hypothesis family demand significantly contributes to the variance in mental well-being among the target population.

Table 6 Family Demand and Mental Well-Being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.936ª	.877	.876	.29025	.877	1411.185	1	198	.000	1.774
a. Predictors: (Constant), Family demand										
b. Dependent Variable: mental well-being										

Source: Author's own processing.

Healthy Lifestyle and Mental Well-Being

Table 7 shows the significance level of healthy lifestyle is .769, which is greater than the standard alpha level of .05. This indicates that the variable, healthy lifestyle, is not statistically significant. Therefore, reject the hypothesis that a healthy lifestyle significantly contributes to the variance in mental well-being among the target population.

Table 7 Healthy Lifestyle and Mental Well-Being

Model	R				Change Statistics	

		R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.021ᵃ	.000	-.005	.82728	.000	.086	1	198	.769	1.782
a. Predictors: (Constant), Healthylifestyle										

Source: Author's own processing.

Academic Stress and Mental Well-Being

Table 8 shows the significance level of academic stress is .452, which is greater than the standard alpha level of .05. This shows that the variable, academic stress, is not statistically significant. Therefore, reject the hypothesis that academic stress significantly contributes to the variance in mental well-being among the target population.

Table 8 Academic Stress and Mental Well-Being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.054ᵃ	.003	-.002	.82627	.003	.569	1	198	.452	1.773
a. Predictors: (Constant), AcademicStress										
b. Dependent Variable: mental well-being										

Source: Author's own processing.

DISCUSSION AND CONCLUSION

The study is conducted on a sample of 200 female management students enrolled in women-exclusive private universities in Rajasthan, India. The research examines the factors impacting the mental well-being of these students. Five variables were evaluated, including mental well-being, social support, family demand, healthy lifestyle, and academic stress. The results indicate that the Cronbach's alpha value for all scales was within an acceptable range, which shows that the scales used for the research were reliable.

The study reveals that family demands had a significant positive relationship with mental well-being, whereas social support, academic stress, and healthy lifestyle had a weak and insignificant relationship with mental well-being. A regression analysis reveals that family demand was the most significant predictor of mental well-being among the variables measured. This finding is consistent with the previous studies conducted by Deng et al. (2022), who emphasised how family expectations affect students' mental well-being. The results indicate that when students experience stress from their families, it can have a significant impact on their mental well-being. In simpler terms, the study found that family problems might cause students to feel more depressed. This can cause a lot of stress, especially when family expectations are too high for them. This study shows how family-related stress and high academic expectations can have a negative effect on their emotions, leading to mental health issues like depression. Khallad and Jabr (2015) also highlighted a similar issue, that the high

expectations and demands from family may impact their mental and physical well-being as well.

Family demand has become significant because, as a residential college, the focus is on their healthy lifestyle, and they are involved in various activities like dancing, sports, and other co-curricular activities. That is why no significant relationship has been found. Whereas for academic stress, it also doesn't occur because whatever problems come out, they have received the proper mentoring process, counselling, and tutorial classes, so that is why at the residential university, the students face less stress than at the non-residential university.

As students move out of their family environment to follow their ambitions, expectations from parents take priority over other factors. This change shows that stress from meeting family expectations becomes more significant to their mental well-being than factors such as social support, healthy lifestyle, and academic stress.

Overall, the research findings show that family demands are the most important factor influencing the mental well-being of female management students enrolled in women-exclusive private universities in Rajasthan. The findings have significant implications for educators and mental healthcare professionals working with these students.

The findings of this study have numerous managerial and theoretical implications.

First, by identifying the variables that affect the mental well-being of female management students, the study contributes to the review of existing literature. The study improves our awareness of the specific factors that contribute to mental well-being in this particular situation by looking at elements including family expectations, social support, academic stress, and a healthy lifestyle. The strong positive relationship between family demands and mental well-being shows that these students' family-related environments are quite important in determining their psychological well-being.

Secondly, the study contributes to the measurement and assessment of mental well-being by demonstrating the reliability of the scales used. The Cronbach's alpha value for all scales was within an acceptable range, indicating that the measurement tools employed in the research are reliable. This finding enhances the validity and credibility of future research in this area, as researchers can utilize these scales with confidence. The sample is limited to female management students in women-exclusive private universities of Rajasthan, which may limit the generalizability of the study findings to other contexts. In the literature, there are limited studies on this subject in our country. This study will be useful in future studies to determine the significant causes of mental well-being of management students and what can be done to help students.

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