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The Effect of Person- Environment Fit on Subjective Well-Being of University Students

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Abstract
This Research evaluates the connection between Subjective Wellbeing and Person-Environment Fit in University Students with a Concentration on the Mediating Role of Engagement. Based on the Person-Environment Fit, PERMA Theory and the Wellbeing it explores how people qualities and learning environments interact to affect Subjective Wellbeing, with participation Performing as a mediating factor and Emotion Regulation as a moderator factor. Data was collected through University Students for Undergraduate. The data was collected through online Google form 432 respondent. Using Standardized measures, The Results using through the Software for SPSS Statistic tool was used because of One mediator and One moderator and to measure multi regression mediation, moderation process. The results show that Subjective Wellbeing are positively and direct related with Person-Environment fit, Person-Environment fit are positively and mediation analysis with Student Engagement and Subjective Wellbeing. Person-Environment fit moderation analysis with Emotion Regulation and Subjective Wellbeing. Subjective Wellbeing arguing that improving subjective wellbeing is influenced by one's level of engagement and excitement in learning interests. Theoretically knowledge and practical implications that extend for increasing satisfaction with learning in educational environments are enhanced by these outcomes.

Keywords: Person-Environment Fit, Subjective Wellbeing, Student Engagement, Emotion Regulation, University Student

Background

The concept of "subjective well-being" (SWB) describes how happy and satisfied people perceive their own lives to be (Begho & Odeniyi, 2024; Kautish et al., 2024). It includes both cognitive assessments of one's life and emotional responses. Subjective Well-being plays a crucial role in the lives of university students since it affects their social lives, academic achievement, and general contentment with life (Otu et al., 2024). Moreover, aligning with one's surroundings, social support, and stress are factors that influence SWB. For instance, a group of learners is formed by a few of its research students in order to be ready for an impending test. They quiz each other, discuss notes, and go over the material once a week. Their academic performance is enhanced, and friendships and a feeling of community are also fostered. By promoting breaks and exchanging coping mechanisms, the other members offer emotional support to the colleague who is experiencing anxiety (Lee et al., 2024).

University students face multiple transitions, including adjusting to new academic challenges, social environments, and increased independence. These transitions can be stressful and affect their subjective well-being (Bone et al., 2023; Sanz-Moreno et al., 2024). A good fit between students and their academic environment, social support systems, and personal values can mitigate stress and enhance well-being. Firstly, Person-Environment Fit relates to academics and explains how well students' academic abilities align with the demands of their coursework. Misalignment can generate tension within educational institutions and adversely affect the well-being of individuals. Second, person-environment fit relates to social factors and indicates the character of social interactions, support networks, and individuals' satisfaction with these relationships. Positive social interactions can improve children's subjective well-being. Thirdly, Person-Environment Fit relates to the degree to which an individual corresponds with the values and culture of their university. A misalignment may cause students to feel a lack of belonging and negatively impact their overall well-being, potentially leading to decreased engagement (Qu & Robichau, 2024).

Engagement, which is taking part in both academic and extracurricular activities in a positive and active way, is seen as a significant part of students' experiences and achievements. It is very important for students to be involved in their education, which means doing their homework on time, taking part in class activities, and doing extracurricular activities. Higher productivity and academic success are connected to more involvement (Proctor, 2024). The academic environment, encompassing seminars, athletic competitions, and social events, significantly influences this engagement (Yan et al., 2024). Emotion management and person-environment fit (P-E fit) also affect how happy students are. Emotion regulation involves managing one's emotions to achieve personal and academic objectives, whereas P-E fit pertains to the congruence between an individual's attributes and their environment. Positive emotions such as contentment and gratitude, along with negative emotions like anxiety, affect students' subjective well-being, which subsequently effects their overall happiness and academic performance (Tov et al., 2022).

In conclusion, prior research underscores the significance of student-teacher connections and person-environment fit in enhancing student engagement and well-being; nevertheless, there remain deficiencies in understanding the complex mechanisms involved. Nonetheless, additional research is required to elucidate how involvement influences the relationship between P-E fit and subjective well-being, especially regarding academic workload and the transition to undergraduate life (Hopke et al., 2024a). This comprehension is essential for developing targeted interventions and methods to enhance the educational experience and student success in higher education settings (Dingel & Punti, 2023; Wijnia et al., 2024). Helpful relationships between students and teachers have a big effect on how well students learn and do in school. Moreover, students' engagement in extracurricular and academic pursuits is essential for their productivity and well-being, since it is shaped by their educational context and individual traits (Tahir & Fatima, 2023). Emotion regulation and person-environment (P-E) fit—how well students' personal traits align with their educational setting—significantly influence their happiness and life satisfaction (Dingel & Punti, 2023). Nonetheless, the mechanisms via which P-E fit and engagement affect subjective well-being remain inadequately understood. Additional research is necessary to elucidate the role of involvement in mediating the relationship between person-environment fit and student well-being, particularly during their transition to higher education (Tahir & Fatima, 2023).

In higher education, the quality of the connections between teachers and students is critical as it affects specific outcomes are (Borges et al., 2023).Students Engagement: Positive connections between teachers and students encourage more inspiration and involvement in class discussions, which raises students' interest in overall academic topic. Educational effectiveness: Better academic outcomes are

frequently the outcome of beneficial interactions. Pupils tend to be more inclined to put in the work necessary for achievement if they see that their teachers are there to encourage them(Snijders, Wijnia, Kuiper, et al., 2022).

Loyalty or Dropout Chances: Students are more likely to stay in school if they have strong relationships with their teachers. This makes them feel like they are part of a community and gives them the support they need to keep going when things become tough. This can make it more likely that people will drop out. Emotional and Mental Well-being: An sympathetic and supportive teacher-student relationship can improve students' emotional health, sense of belonging, and trust (Snijders, Wijnia, Kuiper, et al., 2022). Pupil Happiness: Higher levels of general happiness with the educational procedure are frequently the result of a beneficial teacher-student connection, which also fuels an increased desire for knowledge. Society & Culture Knowledge: Instructors can foster deeper culture knowing, diversity, and regard when they establish strong relationships to pupils from a variety of cultures. Continuous Education and Career Achievement: Good interactions between educators and pupils frequently assist learners build their job abilities and continue their education by offering them career guidance and suggestions in addition to educational details (Snijders, Wijnia, Dekker, et al., 2022).

According to research by (Trolian et al., 2022) pupils benefit when they have a good sense of these linkages. In particular, (Trolian et al., 2022)stress that encouraging student participation requires instructors to be motivating, respectful, and supportive. Additional research by (Trolian et al., 2022) demonstrates that increased cognitive abilities and better class engagement are correlated with positive interactions between students and teachers(Wang, 2024).

Despite these findings, there is still a paucity of understanding about how the effectiveness of these kinds of interactions influences student engagement and loyalty at higher education institutions (HEIs) (Wang, 2024). Demand further investigation into these dynamics and their impact on instructional practices. The learned information can assist HEIs in enhancing student loyalty and engagement, which is crucial for the long-term viability and expansion of the institution(Misbah et al., 2022).

Organization and general academic success are impacted by student involvement in both extracurricular and academic activities. A helpful learning atmosphere at universities is linked to improved wellbeing and higher grades in this context emotion regulation—the regulate techniques people employ to control their emotions—is important(Choy & Yeung, 2023). Subjective well-being is also influenced by the idea of Person-Environment (P-E) fit, which looks at how well a person's characteristics match their educational environment (Hopke et al., 2024b). Positive emotions have been linked to increased pleasure and satisfaction with life among students, whilst negative emotions, such as worry, can be negative to well-being(Glock et al., 2024).

It is still unclear, nevertheless, how P-E fit and subjective well-being are related, especially in light of the moderating effect of student engagement. According to (Demerouti & Bakker, 2023) student experiences and accomplishments are greatly influenced by actively participating in extracurricular and academic activities. More investigation is required to determine how engagement affects the relationship between P-E fit and subjective well-being, especially in light of the demands for educational workers. In result more research is needed to fully understand processes underlying the favourable alignment of individuals characteristics with their educational environment, particularly the mediating function of engagement, which is connected to higher levels of pleasure and well-being(Demerouti & Bakker, 2023).

The study conducted by (Kabadurmus & Erdogan, 2023)emphasizes how important it is to comprehend how undergraduate students' subjective well-being (SWB) is impacted by person-environment (P-E) fit. This is because improving mental health and general happiness with university

life are dependent on it. Institutions of learning can establish environments that are conducive to the growth of individuals intellectually and personally by enhancing Person-Environment fit (De Cooman & Vleugels, 2022).

In our novelty How subjective well-being to enhance in higher education sector? In higher education sector universities etc. How to enhance subjective well-being? Based on three factors After Covid 19 three environments are physical, social, relucted Ent affects student well-being. Physical environment to enhance Subjective Well-being. We have to explore those factors to engaged student and satisfied the environment(De Cooman & Vleugels, 2022). We have to explore that university to analyze Subjective Well-being is very important. Building bridge student faculity relationship quality student engagement and student loyalty The Article its referring to written by Author Remy M.J.P Rikers probably addresses the Student Engagement positively relationship with Subjective-well-being. We can to explore that how student engagement to enhance subjective well-being? Person-Environment fit is capable of level of engagement. All over problem Person-Environment fit any education sector how to enhance subjective-well-being(Leenknecht et al., 2023).

According to the study, engaged participation in extracurricular and academic activities improves SWB, highlighting the mediation function of student engagement in the connection.(Leenknecht et al., 2023).This knowledge can direct the creation of customized initiatives targeted at enhancing student engagement and P-E fit, such as extracurricular sponsorships and educational counselling. Furthermore, understanding the factors that influence subjective well-being can help mental health programs that deal with students' anxiety and tension (Kahu, 2023).

Literature Review

The research emphasizes how important person-environment fit is in determining university students' subjective wellbeing, and how engagement functions as a crucial mediator through the PERMA Theory of Well-being. To better comprehend and enhance human well-being, Martin (Seligman, 2011). A leader in the field of psychological research, created the PERMA Theory of Well-Being(Kovich et al., 2023). According to(Goh et al., 2022). (Ibrahim et al., 2023). The PERMA Theory of well-being is influenced by five fundamental components, which are as follows:

Positive Emotion

This is about feeling pride, satisfaction, believe thankfulness, delight, and enjoyment. A fulfilling life requires positive emotions since they enhance our general sense of contentment and pleasure in life(Heshmati et al., 2023). Developing beneficial feelings is associated with better quality of life and well-being. The following are some examples of how positive emotions can boost resilience and function as a buffer toward pressure and hardship: appreciating time off, sensation thankful for connections, and finding delight in activities(Cabrera & Donaldson, 2024).

Engagement

Engagement, often known as circulation, is the state of being completely engaged or "in the moment" during an activity. This is the moment when someone is fully engaged, restricted, and makes the most of her abilities. People feel more accomplished and fulfilled when they are actively involved because they gain a sense of personal development and mastery(Cabrera & Donaldson, 2024). Instances involve losing sight of time when engaged in an assignment, engaging oneself in an enjoyable activity, or concentrating intently on a pastime(Ghannam et al., 2024).

Relationships

Good, encouraging interactions are vital to wellbeing. Enjoying an appreciation about and maintaining strong relationships with loved ones, coworkers, and friends are examples of mindfulness. Social relationships boost sentiments of affection, kindness, and caring, lessen isolation, and offer

psychological assistance(Ghannam et al., 2024).More life happiness and improved psychological well-being are associated with positive connections. Some instances include interacting in encouraging online communities, making deep bonds of friendship, and relaxing with friends and family(Merritt et al., 2024).

Meaning

Meaning entails feeling an awareness of direction or a connection to someone bigger than yourself. Achieving objectives which are consistent with your convictions, giving back to others, or relating to somebody greater—like a cause, an organization, or an ideological system—are all important. People who have a sense of purpose in life feel more fulfilled and are better able to navigate life's obstacles(Merritt et al., 2024). It gives life purpose and inspiration. Instances include making a donation to a worthy cause, choosing a profession that has meaning, and establishing a connection with a religious group or life philosophies(Merritt et al., 2024).

Accomplishment

The aim of competence and success is referred to as accomplishment. This covers goal-setting and attainment as well as the satisfaction and pleasure that result from completing difficult tasks(Maniriho, 2024).Reaching objectives, whether personally or professionally, increases trust, self-worth, and feelings of accomplishment. incredibly essential to cultivating a sense of satisfaction and expertise Instances include finishing a difficult assignment, hitting professional benchmarks, or becoming proficient in a fresh ability(Maniriho, 2024).

Collectively, these characteristics show how a person-environment fit that is ideal promotes engagement and satisfies the requirements for flourishing, hence improving overall well-being for students (Maniriho, 2024).The suitability of people and their surroundings is the main focus of the Person-Environment (P-E) fit which contends that a good fit produces advantages like improved wellbeing(Zhang et al., 2024). P-E fit is important in determining university students' subjective well-being, which involves lives happiness, positive affect, and less stress (Kristof-Brown et al., 2023). A good P-E fit helps students connect their personal characteristics with the educational and cultural surroundings, which promotes sentimental strength, educational achievement, and a sense of belonging(Kristof-Brown et al., 2023).

According to (Maheshwari et al., 2023) P-E fit, students report enhanced levels of subjective well-being when they feel that their university environment fits them well. This is associated with better academics achievement and a more fulfilling life(Nguyen et al., 2024). The "Relationships" and "Meaning" elements of the PERMA Theory are supported by students who have a high P-E fit because they are more likely to feel involved in their academic work and build meaningful relationships with teachers and classmates(Nguyen et al., 2024).Furthermore, students feel more accomplished and have a sense of control over difficulties when their values and strengths complement their surroundings, which has a direct effect on their wellbeing (Nguyen et al., 2024).

Subjective Wellbeing& Person-Environment Fit

Subjective Wellbeing refers to how people experience and evaluate their lives and specific domains and activities in their lives. Over the past decade, interest in information about SWB (also called “self-reported wellbeing”) has increased markedly among researchers, politicians, national statistical offices, the media, and the public. The value of this information lies in its potential contribution to monitoring the economic, social, and health conditions of populations and in potentially informing policy decisions across these domains(Navarrete-Hernandez & Zegras, 2023).(Cannings et al., 2024).

Another definition. Subjective Wellbeing is defined by (Diener & Sim, 2024) as a person evaluate reactions to his on her life either in term of life satisfaction cognitive evaluations or affect ongoing emotional reactions like such as contentment and discontent(Diener & Sim, 2024).

Person-Environment fit is the degree of fit and match between you and your work environment. The definition of Person-Environment fit Characteristics includes personal interests include knowledge, skills, and abilities. And environmental factors may include such things vocational norms, demands of the job characteristics and organizational culture and values(Diener & Sim, 2024). Another definition of PE-fit as a compatibility that occurs when individual match the characteristics of the work environment they inhabit. The nation that individual the personal needs values goals and abilities and personalities and organizational environment with district demands values and cultures(Diener & Sim, 2024).

H1: There is a positive Relationship between Person-Environment fit and Subjective Wellbeing.

Several research in psychology and organizations have demonstrated a favorable correlation between Subjective Wellbeing (SWB) while Person-Environment (P-E) fit(Diener & Sim, 2024).P-E fit is the degree to which a person's beliefs, desires, and skills align with the features of their surroundings People are happier and more emotionally healthy when they feeling like they belong in their surroundings, whether it be at job or in the context of society(Diener & Sim, 2024). The relationship raises inspiration, lowers anxiety, and intensifies feelings of joy. Additionally, clear roles and cultural alignment promote psychological wellness and general satisfaction. People with significant P-E fit are also better and involved, which has for years psychosocial advantages. Thus, increasing subjective wellbeing across a range of life areas requires enhancing P-E fit(Diener & Sim, 2024). P-E fit influences both the hedonistic and idealistic elements that comprise subjective wellbeing. psychological well-being is associated with an awareness of purpose, fulfilment, and personal development, whereas hedonistic wellbeing is defined as the presence of good feelings and a lack of undesirable sensations (Hu & Kim, 2022). Studies reveal believe when people feel that their personalities are well-suited to their surroundings, they are more subjectively happy person-environment fit is a critical factor in determining undergraduate pupils' subjective well-being. Educational institutions can establish inclusive and supportive surroundings that improve the overall welfare of its pupils by taking consideration the match between the individual characteristics of students particularly their educational, social interactions, and culturally surroundings(Preece et al., 2021).

Student Engagement & Subjective Wellbeing.

Student Engagement refers to student willingness to participate in and be successful in their learning process. Student engagement is made up of emotional, behavioral and cognitive engagement. The first shows students' feelings about their instructor, classroom and sense of belonging(Preece et al., 2021). Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education(Preece et al., 2021). Subjective wellbeing includes people's overall assessments of their feeling of goal, beneficial impact, and level of life satisfaction. Greater levels of subjective wellbeing are more likely to be felt by students who believe that fit well into their educational surroundings. This can involve experiencing joy, contentment, and an atmosphere of direction in both their personal and professional lives(Preece et al., 2021).

H2: Student Engagement Mediate the Relationship between Person-Environment fit and Subjective Wellbeing.

The research degree of loyalty that learners display in both extracurricular and academic activities is

referred to as student engagement (Preece et al., 2021).Positive feelings, contentment, and a sense of accomplishment are more common in interested pupils(Preece et al., 2021).

A high match between a student's traits and their social and intellectual environments encourages more engaged and invested in their activities, which is why person-environment fit and student engagement are closely related concept(Petrović et al., 2024). When students think they are a good fit for their surroundings, they are more likely to be active, motivated, and feel like they belong. This means that their interests, values, and skills match the needs of their environment (Petrović et al., 2024). This greater commitment may lead to better grades and personal growth. Conversely, a poor person-environment fit can result in apathy, disengagement, and diminished academic performance, highlighting the importance of creating inclusive environments that cater to diverse student needs (Petrović et al., 2024).

Since increased levels of involvement frequently result in better wellbeing results, there is a close relationship between subjective wellbeing and student engagement. Students feel more fulfilled, satisfied, and happy when they participate actively in their social and academic surroundings. Stronger relationships, greater purpose in their activities, and goal achievement are all characteristics of engaged students, and these traits all add to their general well-being and sense of fulfillment in life(Petrović et al., 2024). The correlation between student engagement individual qualities and their academics and educational surroundings can be used to explain this positive link, which results in a better sense of fulfilment and engagement(Petrović et al., 2024).

Subjective well-being is essential to mental health and general life happiness. It includes how happy, satisfied with life, and emotionally engaged people feel with themselves. Stronger relationships, enhanced academic and professional performance, and greater physical health are all associated with high subjective wellbeing(Petrović et al., 2024). Additionally, it increases toughness, which helps people deal with stress and hardship more effectively Higher subjective wellbeing among students increases their motivation, engagement, and likelihood of academic success in learning environments. Therefore, increasing subjective well-being is crucial for improving social and academic results in addition to personal fulfillment (Petrović et al., 2024).

Emotion Regulation & Subjective Wellbeing.

Emotion Regulation (ER) has been widely associated with psychological well-being. The ability to properly manage and respond to a feeling is commonly referred to as "emotion regulation" due to its association with psychological socialization (Slovak et al., 2023). People frequently utilize subconscious emotion control techniques to get through challenging circumstances in their daily lives (Springstein & English, 2024). Emotion regulation is the process by which people control what feelings they expertise, how frequently they encounter themselves, as well as how they exhibit them(Stellern et al., 2023). Another definition Emotion regulation can be broadly defined as a person's ability to control or modulate their emotional state in the service of their goals(Hsu et al., 2024).

Subjective well-being has been connected to emotion control techniques like expressive suppression and cognitive reappraisal. People who are able to effectively regulate their emotions are better able to handle stress, increase pleasant feelings, and decrease negative emotions, all of which contribute to increased subjective well-being(Hsu et al., 2024).

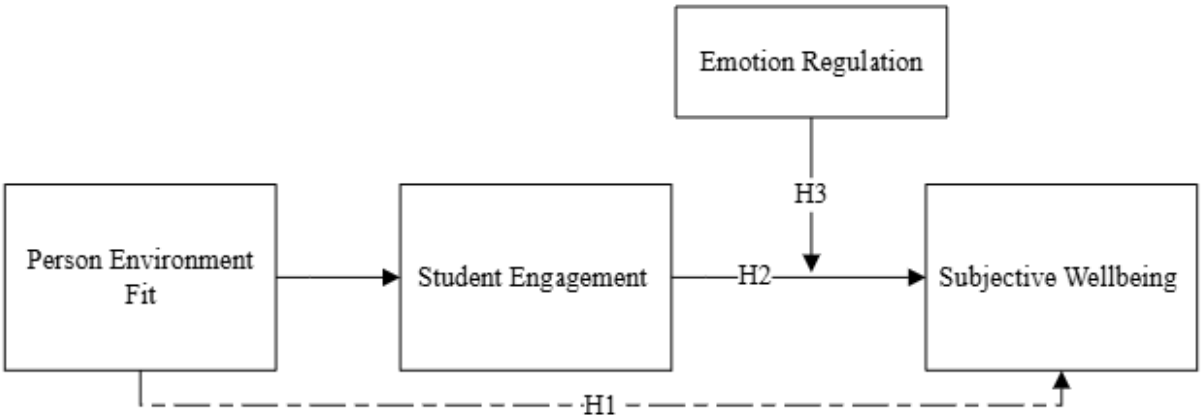
H3: Emotion Regulation moderate the Relationship between Student Engagement and Subjective Wellbeing.

The degree to which a person and their surroundings match might affect how they regulate their emotions. People may be more adept at effectively controlling their emotions, for instance, when they are in surroundings that value freedom and ability (Ryan et al., 2021). Controlling emotions has a big

effect on how much individuals participate because students who can regulate and respond to their emotions are better able to take part in both social and academic activities. (Ryan et al., 2021). Students who are emotionally happy are better equipped to deal with anxiety, unhappiness, and problems, which gives them more energy and motivation in the classroom. Students with mental strength are more likely to participate in class and be willing to do so, which makes the learning environment better (Saccaro et al., 2024). On the other hand, not being able to control your emotions can lead to overload or disengagement, which can hurt both your academic performance and your overall happiness. So, teaching students how to control their emotions better will help them get more involved in school and do better in their studies (Chen et al., 2024).

Emotion regulation has a big effect on subjective well-being since it changes how people react emotionally to different situations (Hu et al., 2023). Effective emotion regulation facilitates stress management, diminishes negative emotions, and enhances positive feelings, hence augmenting overall life satisfaction and pleasure (Hu et al., 2023). People who are adept at controlling their emotions are better able to reach their goals and stay positive, both of which improve their subjective wellbeing (Hu et al., 2023). Inadequate emotional regulation can result in emotional distress, anxiety, and depression, hence diminishing an individual's overall quality of life. So, learning how to control your emotions is very important for your mental health and overall well-being (Hu et al., 2023).

2.6 Conceptual Model



The extent to which a person's qualities match with their surroundings is highlighted by the Person-Environment Fit concept(Vleugels et al., 2023)According to(Vleugels et al., 2023) .Person-Environment fit students are more probable to have good student engagement when their personal characteristics—such as their skills, beliefs, and objectives—align with the requirements and available resources of the learning atmosphere. Pupils' subjective wellbeing may increase as a result of this Student Engagement since they will feel more capable and supported in their surroundings(Vleugels et al., 2023).Furthermore, emotion regulation is essential to this interaction because students who are able to successfully control their emotions are better able to face with anxiety and academic difficulties. Good Person-Environment Fit high levels of engagement can also lead to improved emotion regulation, which enhances wellbeing. The relationship among person-environment fit, Student engagement, emotion regulation, and subjective wellbeing, in short, creates a pleasant educational experience by enhancing all of them(Vleugels et al., 2023).

Materials and Methods

The fundamental tenets, theories, and guidelines that guide a researcher's approach to conducting research and generating knowledge are referred to as their "research philosophy" in this context. It provides a framework for understanding reality, the role of the researcher, and the methods and approaches used to find answers to research problems(Satpathy et al., 2023)The research approach adopted in this study is positivism. Positivism holds that reality is steady and amenable to objective analysis and description, that is, without changing the phenomenon being studied. In positivist research, information is gathered and analyzed impartially(Satpathy et al., 2023).

This study applied a descriptive research technique when testing a hypothesis was required and a deductive research approach generally. According to(Satpathy et al., 2023) Completely structured questionnaires were the basis of the methods and processes used to compile and examine the data related to quantitative research. The study used population becholar level of university students in Pakistan. Sample for this study is collected from Faisalabad, Pakistan which is the third largest city of Pakistan in terms of population(Psarommatis & May, 2023). Majority of the data was used different Govt universities like Agriculture University, GC University, Through Online Google form.432 questionnaires were distributed out of which 432 responses were fully completed. After screening data with a response rate of 55.82%.

The Questionnaire was designed by using previous studies. Sixteen items related to Subjective Well-being was adopted from (Subramani & Venkatachalam, 2024). Student Engagement was measured by Nine items adopted from Emotion Regulation was measured by Ten items adopted from(Rueda-Gallego et al., 2022). Person-Environment fit was measured by fourteen items adopted from All items were measured by using 1-5 Likert scale (strongly agree-strongly disagree)(Taherdoost, 2022). Reliability analysis showed that all factors than Cronbach alpha >.60 which is acceptance for data analysis((Kovačić et al., 2023)). Such as Subjective Well-being Frequency has Cronbach alpha value of 0.88, Person-Environment fit has Cronbach alpha value of 0.82, Student Enagement has Cronbach alpha value of 0.83 and Emotion Regulation has Cronbach alpha value of 0.83. Data was analyzed by using SPSS.20 and process Macro 3.1 (Model-4) by (Jiang et al., 2022). keeping in mind all the presumptions needed to carry out the results, such as linear connection and univariate evaluation

Results and Analysis

Demographic results from 432 respondents showed that 60.6% respondents are Female and 85.6%respondent has age 20 to 25 and 14.1% respondent has age 26 to 30 and 151 respondents are doing their masters followed by 212 becholar respondents.The academic year of respondents showed that 69.7% has 3/4 years.The income level of respondents showed that 60.6% has 20000 to 30000 RS. Becholar level of university students are mostly respondents Female, with less academic year 30.3% and lower income level .5%

Table 1 Demographics

Demographics		Frequency	Percentage %
Gender	Male Female	170 262	39.4 60.6
Age	Below 20 20-25 26-30	1 370 61	.2 85.6 14.1
Marital Status	Single Married	429 3	99.3 .7

Academic year	1/2 years 3/4 years	131 301	30.3 69.7
Degree level	Bacholar Masters PHD Others	212 151 68 1	49.1 35.0 15.7 .2
Income level	under 20000 RS 20000 to 30000 RS 30000 to 40000 RS 40000RS and above	8 262 160 2	1.9 60.6 37.0 .5

Before analyzing the univeriate relationship among variables. This study gathered respondent regarding. The results showed that 50.7% respondents live in Fsd, and the results showed that 31.5% respondents on campus/university hostel, and lower results showed that 17.8% respondents off campus/private hostel. Table 2 shows that extracurricular activities respondents 85.6% yes and No lower of the respondents 14.4%.

Table 2 Screening Information.

Screening Information.		Frequency	Percentage %
Residential Status	On campus/ University hostel Off campus/Private hostel Live in Fsd city	136 77 219	31.5 17.8% 50.7%
Extracurricular Activities	Yes No	370 62	85.6% 14.4%

Descriptive statistics Mean, standard deviation of all variables Person-Environment Fit has mean/standard deviation of 4.4757/.31488 and Subjective Well-being has mean/standard deviation of 4.5673/.31273 Moreover correlation see (table 3) Showed that all the variables are positively correlated that support for testing hypothesis. The correlation between Person-Environment Fit and Subjective Well-being is .882**and Subjective Well-being and Emotion Regulation is .857** which means that both variables are Positively Correlated with Subjective Well-being and coefficient with in desired range.

Table 3 Mean, Standard deviation and Correlation

	Mean	Std.Dev	1	2	3	4
Person Environment Fit	4.4757	.31488	1			
Student Engagement	4.5067	.33876	.895''	1		
Emotion Regulation	4.5641	.34853	.846''	.858''	1	
Subjective Well-being	4.5673	.31273	.882''	.892"	.857''	1

Table 4 Mediation Analysis

Model: 4
Y : SBW
X : PE
M : SE
Sample
Size: 432

OUTCOME VARIABLE:						
SE						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.89	.80	.02	1722.27	1.00	430.00	.00
Model						
	coeff	se	t	p	LLCI	ULCI
constant	.20	.10	1.91	.06	-.01	.40
PE	.96	.02	41.50	.00	.92	1.01

In this study, X should have impact on M. The findings show a positive relationship between X (Person-Environment Fit) and M (Student Engagement) The R -square is displayed on this table as .80. When we examine the student engagement of Subjective Wellbeing we can see from the R- square value how much influence on independent variable has on the results. This suggest that 80% of the student engagement due to Person-Environment fit. The F value reveals strength of the correlation between the variables. The model's strength will increase with increasing F value. The study's F value is 1722.27. The indicates that X and M have a close connection. Furthermore, the P value indicates that the study's significance must be lower than or equal to .02. In this study the P value is .00. This indicates that the research model we utilize is critical. In a single or many direct regressions, the amount of the coefficient for each independent factor indicates how much of an impact the independent variable has on the dependent variable. The coefficient of X on the other hand is .96 (Person-Environment Fit). This indicates that when the Student Engagement are calculated using the Person Environment fit ,96% of the Subjective Wellbeing are dependent on the value of Person-Environment fit. This measurement also includes the coefficient divided by its standard error. The T value of PE is 41.50, and the P value is .00.

Step Two

OUTCOME VARIABLE:						
SBW						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.91	.83	.02	1056.18	2.00	429.00	.00
Model						
	coeff	se	t	p	LLCI	ULCI
constant	.55	.09	6.20	.00	.38	.73
PE	.42	.04	9.53	.00	.33	.51
SE	.47	.04	11.57	.00	.39	.55

In this research X should Impact on M, M wants to have impact on Y, While X never wants to impacts on Y again X wants to have an impact on Y. The influence of X on Y will disappear. If there is a

mediation effect when M is taken into account in the regression. M acts as a Mediator between X and Y impact. According to this table the R-sq is .83 and F value is 1056.18 and the P value is .00, For an independent variable and a mediating variable there is a pure liner regression. Although M acts as a mediator between X and Y. Mediation in part. This study is an example of partial Mediation among variables. It means that as Person-Environment Fit and Student Engagement and Subjective Wellbeing The crucial of dependent variable of Y Subjective Wellbeing and person- Environment fit. At times Person-Environment fit direct connection of the subjective wellbeing. The coefficient value of X is .42 and the standard error value of X is .04 and the T value of X is 9.53, The coefficient value of M is .47 and the standard error value is .04 and T value of M is 11.57 and the P value of M is .00.

Step 3

In this study we went X to influence Y in the unlikely event that X and Y are not connected there is nothing to stand in for. Despite the fact that this is the thing that Baron and Kenny recommended from the beginning this development is datable. Even if you don't notice a complex connection between X and Y., we might the move on the next stage

TOTAL EFFECT MODEL

OUTCOME VARIABLE:						
SBW						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.88	.78	.02	1511.18	1.00	430.00	.00
Model						
	coeff	se	t	p	LLCI	ULCI
constant	.65	.10	6.38	.00	.45	.84
PE	.88	.02	38.87	.00	.83	.92

The beneficial relationship between X and Y is represented in this study. This table's R seq value is .78, which indicates the Person-Environment fit has on Subjective Wellbeing by .78% The F value is an indicator of how well the variables are linked. Because there is a strong connection between X and Y in this investigation. The F value is 1511.18. This model is considered significant by the p- value (.00) The coefficient of a regression the dependent variable of the Subjective wellbeing. There are a several regressions in this study. However, the independent variable's coefficient value in this table is .88, According to the coefficient value, 88% of the Subjective wellbeing and the Person-Environment Fit. The value of standard error on X is .02 and the T value of X is 38.87

Total, Direct, and Indirect Effects of X on Y

Total effect of X on Y							
Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.88	.02	38.87	.00	.83	.92	2.80	.88

The standard deviation is .02. The total effect size is .88. Standard deviation refers to the amount of inaccuracy in the model that was discovered during the regression analysis The T value is 38.87 and the error probabilities for this model are .02.

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
.42	.04	9.53	.00	.33	.51	1.34	.42

A little over.42 as the direct impact of X and Y. Thus, Y was impacted by 42 of X. The standard deviation (SE) of the direct effect is .04. In this model the probability of errors during regression runs is 4% The dependent variable is really 42 affected positively by the independent variable. The T value of X and Y is 9.53 and the P value is .00.

Indirect effect(s) of X on Y:				
	Effect	BootSE	BootLLCI	BootULCI
SE	.46	.05	.35	.55

The dependent variable is minimal impact from the independent variable. This table's impact value is .46 and its standard error value is .05.

Partially standardized indirect effect(s) of X on Y:

Effect	BootSE	BootLLCI	BootULCI
SE	1.46	.22	1.07	1.92

This table's shows Partially Standardized indirect effect of X on Y the impact value is 1.46 and its Standard error value is .22.

Completely standardized indirect effect(s) of X on Y:				
	Effect	BootSE	BootLLCI	BootULCI
SE	.46	.05	.37	.55

This table's shows completely standardized indirect effect of X on Y the impact value is .46 and its standard error value is .05.

Table 5 Moderation Analysis

Model: 1
Y : SBW
X : PE
W : ER

Sample
Size: 432

OUTCOME VARIABLE:						
SBW						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.91	.83	.02	675.07	3.00	428.00	.00
Model						
	coeff	se	t	p	LLCI	ULCI
constant	-.09	.22	-.42	.67	-.52	.33
PE	.71	.06	11.02	.00	.58	.84
ER	.50	.06	8.41	.00	.38	.62
Int_1	-.04	.01	-3.08	.00	-.06	-.01

Product terms key:					
Int_1 :	PE	x	ER		
Test(s) of highest order unconditional interaction(s):					
	R2-chng	F	df1	df2	p
X*W	.00	9.48	1.00	428.00	.00

In this study, X should have impact on W The findings show a positive relationship between X (Person-Environment Fit) and W (Emotion Regulation) The R -square is displayed on this table as .83. When we examine the student engagement of Subjective Wellbeing we can see from the R- square value how much influence on independent variable has on the results. This suggest that 83% of the Emotion Regulation due to Person-Environment fit. The F value reveals strength of the correlation between the variables. The model's strength will increase with increasing F value. The study's F value is 675.07. The indicates that X and W have a close connection. Furthermore, the P value indicates that the study's significance must be lower than or equal to .00. In this study the P value is .00. This indicates that the research model we utilize is critical. In a single or many direct regressions, the amount of the coefficient for each independent factor indicates how much of an impact the independent variable has on the dependent variable. The coefficient of X on the other hand is .71 (Person-Environment Fit). This indicates that when the Emotion Regulation are calculated using the Person Environment fit, 71% of the Subjective Wellbeing are dependent on the value of Person-Environment fit. This measurement also includes the coefficient value of W is .50 and the standard error the value of W is .06. The T value of X is 11.02 and the T value of W is 41. In this research X should Impact on W. W wants to have impact on Y, While X never wants to impacts on Y again X wants to have an impact on Y. The influence of X on Y will disappear. If there is a moderation effect when W is taken into account in the regression. M acts as a Mediator between X and Y impact. Although W acts as a mediator between X and Y. Moderation in part. It means that as Person-Environment Fit and Emotion Regulation and Subjective Wellbeing the crucial of dependent variable of Y Subjective Wellbeing and Person- Environment fit. At times Person-Environment fit direct connection of the subjective wellbeing the coefficient value of Int-1 is -.04 the standard error value is .01 and the T value is -3.08 and the P value is .00.

Test(s) of highest order unconditional interaction(s):					
	R2-chng	F	df1	df2	p
X*W	.00	9.48	1.00	428.00	.00

The value of X and W of R2- Chng is .00 The F value of X and W is 9.48 and the P value of X and W is .00.

Table 6 Hypothesis Development

Hypothesis	Status
H1 There is a positive Relationship between Person-Environment fit and Subjective Wellbeing	Accepted
H2 Student Engagement Mediate the Relationship between Person-Environment fit and Subjective Wellbeing	Accepted
H3 Emotion Regulation Moderate the Relationship between Student Engagement and Subjective Wellbeing	Accepted

The present research sought to investigate the ways in which student engagement, emotion regulation, and person-environment (P-E) fit affect students' subjective wellbeing. The results provided a complex view regarding why psychology participation for research, affective managing oneself, along with individual-environment congruence all contribute to wellbeing, supporting all three predictions(Diener & Sim, 2024).

H1: There is a positive Relationship between Person-Environment fit and Subjective Wellbeing

According to the 1st hypotheses, pupils are more inclined to feel more subjectively satisfied if they believe that their surroundings—such as educational surrounding—strongly match their personal beliefs, objectives, and skills. This theory was validated, demonstrating that students' assessments of their own psychosocial well-being, overall fulfillment, and pleasure are greatly influenced by a favorable P-E fit. (Diener & Sim, 2024). The person-environment fit concept, which contends that a person's compatibility with their environment produces more favorable results, such as improved energy and psychological wellness, is in line with this conclusion. Pupils are more probable to feel at ease, inspired, and content when they believe that their learning environment fulfills their goals and fosters their development Thus emphasizes how crucial it is to create educational plans as well as assistance networks that take into account the various requirements and interests of pupils(Diener & Sim, 2024).

H2: Student Engagement Mediate the Relationship between Person-Environment fit and Subjective Wellbeing

Student engagement's mediation effect was the subject of the 2nd assumption. The findings showed that P-E fit not only raises subjective wellbeing but also raises student engagement, which raises wellbeing. This implies that P-E fit and wellbeing results are psychologically connected through involvement(Hu et al., 2023). Learning tasks need psychological, sentimental, and intellectual effort from students. Pupils are more probable to engage in engaged studying, exhibit excitement for their coursework, and make investments in their academics development when they believe that their instructional atmosphere is a suitable fit for them(Hu et al., 2023).Their general welfare is subsequently enhanced by this participation, which also has a good effect on their feelings of meaning and fulfillment. As a result, an encouraging atmosphere not only produces student engagement, but it also serves as a crucial conduit for improved physical and emotionally well-being(Hu et al., 2023).

H3: Emotion Regulation Moderate the Relationship between Student Engagement and Subjective Wellbeing

The 3rd hypotheses examined the potential benefits and drawbacks of emotion regulation to the relationship between subjective wellbeing and student engagement. According to the findings, there is a moderation influence at play: pupils which are better at controlling their feelings get more through their involvement and experience greater wellbeing(Hu et al., 2023). The capacity to track, evaluate, and adjust a person's emotional responses is known as emotion regulation. Even very involved pupils may experience feelings of exhaustion, anxiety, or educational strain(Hu et al., 2023).But individuals who are able to control these feelings well are better able to remain tough and keep a pleasant attitude. Their subjective wellbeing is thus more significantly and permanently impacted by their involvement(Hsu et al., 2024). The importance of emotional intelligence instruction and mental health services in university environments is highlighted by this research. Encouraging pupils to manage their emotions can enhance the advantages of involvement and increase the sustainability of wellbeing results In the end, the research shows a significant and interrelated relationship between P-E fit, engagement, and wellbeing, with emotion regulation serving as a critical facilitatorAccording to the results, academic of learning ought to concentrate on developing surroundings which complement

pupils' individual characteristics, encourage proactive participation, and aid in the growth of behavioral abilities. Pupils' learning performance and overall psychological well-being can be greatly enhanced by these combined efforts(Hsu et al., 2024).

All three of the hypotheses are supported by the research's findings. emphasize the intricate relationships between student engagement, emotion regulation subjective well-being, and person-environment (P-E) fit. Initial the correlation among subjective well-being and P-E fit is favorable, indicating than pupils are more probable to feel emotionally well and satisfied while they are in alignment with their educational surroundings(Hsu et al., 2024).Furthermore, it was shown that this association was mediated by student engagement, suggesting that P-E fit promotes increased participation in university culture and academics, which in effect improves wellbeing. In the end, the moderation effect of emotion regulation shows that participation has a more favorable influence on students' wellbeing when they are able to control their feelings(Hsu et al., 2024).Collectively, these results highlight how crucial it is to create a nurturing atmosphere, promote proactive participation, and develop emotional intelligence in order to improve undergraduate students' general wellbeing(Hsu et al., 2024).

Discussion/ Conclusion

Researchers examined the relationships among university students between person-environment fit, subjective well-being, and engagement in this study. Our thorough review and study of the body of literature has given us important new understandings of the processes behind these correlations. According to(Kristof-Brown et al., 2023) Our research, there is a strong correlation between university students' subjective well-being and person-environment(Kristof-Brown et al., 2023)People are more likely to report feeling better when they believe that their social and academic contexts are in line with their personal characteristics. Subjective well-being is mostly dependent on feelings of fulfilment, happiness, and belonging to themselves, all of which are fostered by this alignment. Furthermore, the connection between person-environment fit and subjective well-being has been demonstrated by our study to involve engagement as a mediator(Kristof-Brown et al., 2023) The relationship between people and their surroundings is translated into favorable results through engagement. Happiness, life satisfaction, and general well-being are higher among students who are actively involved in both their extracurricular activities and educational interests(Kristof-Brown et al., 2023).

The policies and practices of universities that are intended to support the success and well-being of students will be greatly impacted by these results. Universities can assist learners in developing fully by implementing specific programs by acknowledging the significance of person-environment fit and the mediating role of Engagement Institutions might, for instance, place a high priority on developing welcoming surroundings that meet the many needs, interests, and histories of their students(Rueda-Gallego et al., 2022). This could entail giving support and guidance services, establishing a sense of community and belonging, and providing flexible academic programs. Initiatives to improve student engagement, like the growth of leadership courses, university participation events, and experiential learning opportunities, can also improve well-being results(Rueda-Gallego et al., 2022).

Our study further highlights the value of continuing analysis and assessment in order to gain a deeper comprehension of the intricate relationship among personal characteristics surrounding, and subjective well-being. Through further investigation of these connections, academics can determine efficient methods to fostering student achievement and elevating the general standard of the educational environment(Kreibig & Gross, 2024).The results have important effect for academic institutions and educational decision makers. Universities can customize their programs and support

services to better meet the different needs and preferences of their students by realizing the critical role that person-environment fit plays and the mediating influence that engagement plays. This could entail carrying out programs designed to improve the fit between learners and their social and academic environments, cultivating an inclusive culture, and offering tools to encourage participation(Rueda-Gallego et al., 2022).

Emotions that are positive are important for improving subjective well-being. People tend to express greater levels of general happiness, fulfilment, and life satisfaction when they experienced positive emotions like pleasure, happiness, thankfulness, and contentment(Preece et al., 2022). Good feelings boost a person's creativity, resiliency, and social relationships by extending their viewpoints and cognitive abilities(Preece et al., 2022).Furthermore, happy feelings can act as a protecting difficulty towards anxiety and misfortune, fostering mental health and flexible coping mechanisms. Over time, extended subjective well-being can be facilitated by generating pleasant emotions through techniques including awareness, appreciation writing, and fun activities(Preece et al., 2022).

Anxiety, on the various combinations, might have a negative effect on subjective well-being. A decrease of happiness and life satisfaction are linked to emotions including fear, anxiety, wrath, and sadness. Long-term negative emotion exposure can cause psychological suffering, functional impairments, and a decline in life quality(Rueda-Gallego et al., 2022). Anger, negativity, and social disengagement are some of the mental processes that negative emotions might affect(Rueda-Gallego et al., 2022). It is critical to recognize unpleasant emotions and deal with them in a healthy way by using coping mechanisms including problem-solving, emotional control, and reaching out for social support. Furthermore, developing resilience and engaging in self-care can support people in overcoming difficult emotions and preserving their subjective well-being in the during times of hardship(Rueda-Gallego et al., 2022).

All things considered, this study adds to the expanding body of research on student well-being and highlights the important of taking individual and surroundings into account when trying to enhance students' subjective well-being while attending university. Universities may establish surroundings that support the full growth and happiness of their students by placing a high priority on the compatibility of students with their academic and social contexts and encouraging engagement from students (Rueda-Gallego et al., 2022).

Theoretical Implication

This work elucidates P-E fit dynamics by analyzing the mediator of engagement (Rueda-Gallego et al., 2022). It suggests that an individual's compatibility with their environment directly affects subjective well-being and indirectly through engagement. This elucidates the impact of P-E fit on subsequent well-being (Rueda-Gallego et al., 2022).

Perspectives on Plan Support and Intervention: The research may contribute to academic advising and assistance initiatives (Rueda-Gallego et al., 2022). Because engagement is a middleman, making P-E fit better may indirectly make people happier. Consequently, programs aimed at enhancing student well-being may gain from focusing on P-E fit and engagement (Rueda-Gallego et al., 2022).

Positive Psychology: This research endorses positive psychology, particularly the focus on involvement as a fundamental component of well-being (Rueda-Gallego et al., 2022). The mediation effect of involvement demonstrates that positive psychological aspects enhance the well-being of university students. This bolsters the argument for positive psychology in education (Rueda-Gallego et al., 2022).

Understanding a mediator's goal of participation could enhance academic and career counseling (Diener & Sim, 2024). This means that helping kids locate places that fit their interests and passions

makes them more engaged and happier. Academic advisers and career counselors can use this information to help students find jobs that fit their interests and values (Diener & Sim, 2024).

Practical Implication

Designing Educational Programs and Instructional Plans: The PERMA theory, which stands for Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment, can be used by educators to make programs and teaching plans (Cannings et al., 2024).

Teachers can help students feel better overall by getting them involved in fun learning activities, building strong relationships between students and teachers and showing them how important and useful the subject is (Diener & Sim, 2024).

For Students: Universities can make their health, mentoring, and counseling programs better by adding PERMA theoretical components to them (Diener & Sim, 2024). Encouraging children to cultivate meaningful relationships, engage in activities that promote positive emotions, and set and achieve valuable goals can augment their sense of fulfillment and well-being (Diener & Sim, 2024).

Placement and Career Guidance Services: By integrating the PERMA theory ideas in career advice and placement services, students can find professional options that fit their interests, values, and strengths (Diener & Sim, 2024).

These services can help students choose environments that fit their specific needs and encourage them to get involved. This can increase their general well-being and work satisfaction (Diener & Sim, 2024). University life and the Educational Surroundings: By putting rules and activities in place that put students' health and happiness first, colleges may create a friendly and helpful campus environment. This can mean encouraging a culture of gratitude and mindfulness, giving people tools to improve both personally and professionally, and making it easier for people to meet new people and get involved in their communities (Diener & Sim, 2024).

Limitations

Capability to be generalized: The research' applicability to different populations may be limited by the sample size and respondent demographics. For example, the study may not accurately reflect the entire student body if it was limited to a certain university or area(Diener & Sim, 2024). Cross sectional design: Only a momentary representation of the relationship between variables may be captured if the study uses a cross-sectional approach. Additional confirmation of cause and effect and period relate could be found in long-term or design of experiments When it comes to factors like P-E fit, SWB, and engagement, relying just for self-reported data may result in common method bias since respondents may give acceptable responses or struggle to appropriately analyses their own experiences(Diener & Sim, 2024). The links between P-E fit, engagement, and SWB may be influenced by other variables such as the considerable effort required for academics, social support, or private events. The study would be strengthened by accounting for or taking these things considered during the analysis(Diener & Sim, 2024).

Future research

Future study in this field were able further into the complex links between person-environment fit, subjective well-being, and engagement among university students(Diener & Sim, 2024). A potential direction would be to undertake longitudinal studies to investigate how these variables involve over time and how they influence one another. Researcher investigating the significance of specific Sector Students Wellbeing (Diener & Sim, 2024).Future research changes the Sector Telecom, Food, Restaurant, Services Industry, and the new variable include in Future research for Person-

Organization Fit. May be provide the useful data. Advanced statistical techniques, such as structural equation modelling or longitudinal mediation analysis, would enable a more in-depth understanding of the complicated interplay between these variables(Diener & Sim, 2024).Furthermore, qualitative methods, such as interviews or focus groups, may provide rich specific data to enhance quantitative results. By targeting these areas of research, scholars can help to design evidence-based treatments and support procedures aimed at improving university students' well-being and academic performance(Diener & Sim, 2024).

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