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Neglected Students' Subjective Well-Being in World-Class Universities: A Qualitative Study

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NEGLECTED STUDENTS' SUBJECTIVE WELL-BEING IN WORLD-CLASS UNIVERSITIES: A QUALITATIVE STUDY

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Abstract

Many universities striving for world-class university (WCU) status have increasingly prioritized academic advancement, research, and policy development, often at the expense of students' subjective well-being. While most studies on the transformation of tertiary institutions into WCUs focus on conceptualization, management challenges, and global impacts, few have considered the well-being of university students. This research aimed to examine the neglect of students' subjective well-being in universities aspiring to achieve WCU status and to explore the underlying reasons for this oversight. The researchers employed a qualitative approach, collecting data through in-depth interviews with students, lecturers, and university administrators, as well as through observations and document analysis, to investigate the marginalization of students' well-being. These findings reveal that universities targeting world-class status often overlook students' well-being in their policies, infrastructure, and institutional culture. The study calls for increased awareness of students' subjective well-being in the academic community and the provision of structural support for students' mental health.

Keywords: Subjective Well-Being; World-Class University; Students Neglected.



A. Introduction

Students' subjective well-being has not yet received significant attention at universities striving to achieve world-class university (WCU) status, despite its crucial role in students' academic success and development. As an international education standard, WCU status compels universities to enhance their global competitiveness (Salmi, 2009; Alazeez et al., 2024). However, in the pursuit of WCU status, universities have primarily focused on academic advancement and research, often treating students as mere instruments to achieve these institutional goals (Tayeb et al., 2016). Students are frequently required to write and publish scholarly articles to boost the university's global webometrics (Gao & Zheng, 2018; Kim et al., 2018; Nadia et al., 2020; Tian & Lu, 2017; Syarif et al., 2024). Following one of the WCU's indicators, students are also positioned as objects to establish international cooperation initiatives (Shin, 2013; Shin & Kehm, 2012). In addition, many universities have established a policy regarding students' higher education fees as a source of finance for pursuing WCU. From these facts, WCU policies that objectify students impede attempts to improve students' subjective well-being.

Students' subjective well-being refers to their cognitive and affective evaluations of their academic experience in higher education (Niam et al., 2023; Wang & Teo, 2024). These evaluations included positive feelings, life satisfaction, and achieving academic goals (Wahyuni, 2022). In internationally reputable universities, students' subjective well-being plays two crucial roles: as a capital and an outcome of the higher education process (Zakaria et al., 2009; Danial et al., 2021; Nugraha et al., 2024; Sasmita et al., 2023). As a capital, students' subjective well-being becomes a resource for universities to achieve excellence. Universities that aspire to achieve excellence must cultivate physically and mentally resilient students.

Huppert (2009) posited that students who are physically healthy and mentally positive are indicative of well-being. Moreover, students' well-being is associated with life skills such as psychological flexibility,

self-motivation, emotion regulation, and resilience, which protect against the pressures of international global competition (Young et al., 2020). As an outcome or output, students' well-being reflects their satisfaction with university services. A key feature of world-class universities is delivering high-quality services to produce quality individuals in the future (Weifang, 2015; Supriatna & Septian, 2021). Both roles are crucial for internationally reputable universities, as students are the icons of a university's quality.

The research on transforming tertiary institutions into WCU has focused on three primary topics: conceptualization debates, management problems, and worldwide impacts. First, studies (Shin, 2013; Shin & Kehm, 2012) related to the conceptualization of WCU tend to debate differences of perspective in determining whether a university becomes a WCU (Altbach, 2013; Deem et al., 2008; Rodriguez-Pomeda & Casani, 2016; Sharma, 2019; Sasmita et al., 2023). Second, from the management aspect, research on WCU explores the problems of measuring quality, managing resources and funds, and how to develop higher education institutions to become universities with world reputations (Al-Haimi et al., 2019; Khawar & Arif, 2019; Kim et al., 2018; Tayeb et al., 2016; Tian & Lu, 2017).

The third topic examined in the previous studies involved the influence of WCU. Some researchers believe that WCU is detrimental to government policy, causes polarization and discrimination between elite and non-elite universities, raises the expense of higher education, and becomes exclusively accessible to the wealthy only (Shattock, 2017). On the other hand, other studies have indicated that WCU has a beneficial impact, such as enhancing the country's reputation on the international stage, raising the country's foreign exchange, and enhancing the quality of academics and research (Fu et al., 2020; Lang, 2005; Vu, 2019). It is worth noting that studies on students' subjective well-being associated with WCU are limited. However, studies linking WCU with students' subjective well-being are limited. Some of these are studies by Nadia et al. (2020) and Zakaria et al. (2009). Nadia et al.'s research highlighted the discomfort of



university residents towards organizational change at WCU, while Zakaria et al. focused on student satisfaction. This study emphasizes the neglect of universities that process WCU on students' subjective well-being.

The study addresses the limitations of previous research that overlooks students' subjective perspectives in the analysis of WCUs. The primary focus is to map the neglect of students' well-being by universities striving for WCU status and to investigate the impact of this neglect on students' subjective well-being. The research examines three key dimensions: structural, infrastructural, and cultural. Thus, this study aims to provide a comprehensive explanation of how universities' efforts to achieve WCU status can affect students' well-being and to identify specific areas that require further attention.

The study argues that the neglect of students' interests and subjective well-being is driven by three key factors. First, students are not regarded as significant contributors to academic progress within the framework of achieving WCU goals. Second, the education process has objectified students, treating them as passive entities rather than active agents in the implementation the WCU policies. As a result, students are not structurally involved in decision-making processes. Consequently, a competitive and market-driven education system fails to support their subjective well-being.

B. Method

The research was conducted at two prominent religious-based public universities in Indonesia, both of which have internationalization programs and are mandated by the government to pursue WCU status. These universities were chosen due to their status as the largest and most well-established religious-based public institutions in the country, known for their openness to international collaboration, including faculty mobility and foreign student enrollment.

A qualitative approach, utilizing a case study method, was employed to investigate the neglect of students' subjective well-being at universities



striving for WCU status. The case study method allows for an in-depth exploration of complex and context-specific phenomena. By focusing on two selected universities, this research provides a detailed examination of the forms of neglect affecting student well-being, which may be overlooked in broader studies. Additionally, this method offers contextual insights that could inform policy improvement and drive meaningful change.

A total of 20 informants were involved in the data collection process for this study. These informants included two vice-rectors (VR), six vice-deans of student affairs (VD), five heads of the study program (HSP), two faculty counselors (C), and five lecturers (L). The selection of these individuals ensured a diverse range of perspectives on student affairs and academic programs. Each interview lasted approximately 60 to 90 minutes and was conducted over three months, with the frequency depending on participant availability and research needs. In addition, this study involved 232 students (141 female and 91 male) from two religious-based public universities with internationalization programs in Indonesia. These students were selected using a convenience sampling technique to profile their subjective well-being. Researchers also utilized decrees, academic standards, and student policy papers as sources of observational data and documents. This multi-faceted approach ensured that the data collected was both sufficient and relevant, providing a comprehensive overview of the impact of efforts to achieve WCU status on students' subjective well-being.

Data collection in this qualitative study employed interview, observation, and documentation techniques (Yin, 2023). Interviews and observations were conducted using guidelines specifically developed to achieve the research objectives. Sample questions from the interview guidelines include: "How is the academic and administrative support system structured to ensure student well-being?" (2) "How do physical facilities, such as classrooms, libraries, or sports facilities, contribute to either neglecting or improving student well-being?" (3) "How does accessibility to information technology and other support facilities affect



student well-being?" (4) "Are there cultural norms or values that may create pressure or neglect aspects of student well-being?" The observation guidelines focused on: (1) examining the implementation of policies and procedures that may impact student well-being, such as academic policies, case handling, and financial support; (2) evaluating how campus environmental conditions, building maintenance, open spaces, and cleanliness affect student welfare; and (3) assessing whether specific norms or expectations create pressure or neglect toward student well-being. Documentation was used to gather textual data, including documents, decrees, or written rules.

The study also employed the College Student Subjective Wellbeing Questionnaire (CSSWQ) developed by Renshaw (2018) to assess students' subjective well-being. The CSSWQ comprises 16 items that evaluate four key dimensions of student well-being: Academic Satisfaction, which measures students' contentment with their academic experiences and achievements; Academic Efficacy, which assesses their confidence in their academic abilities and perceived competence in handling academic tasks; Campus Connectedness, which gauges the sense of belonging and connection students feel towards their campus community; and College Gratitude, which evaluates the level of appreciation and positive feelings students have towards their overall college experience.

The study employed data source triangulation and varied collection techniques, cross-checking data from multiple sources and using diverse methods to enhance the credibility and reliability of the findings. This triangulation process enabled researchers to gain a comprehensive and nuanced understanding of the research subject, ensuring that the conclusions drawn were well-founded and accurately reflected the students' actual experiences and perceptions. This rigorous approach to data validation underscores the robustness of the study's methodology and the depth of insight it provides into the subjective well-being of college students.

All data collected through interviews, observations, and documentation were analyzed qualitatively. The data were first categorized



into key themes: policy, organizational structure, facilities, infrastructural accessibility, and cultural aspects, such as academic culture and social norms. The analysis involved thematic coding to examine the content and patterns within each category. Data were then synthesized into separate analytical frameworks for each dimension, allowing for an in-depth exploration of the neglect of student well-being. Triangulation across different data sources ensured consistency and validity of the findings. The analysis results were translated into narratives explaining the complex interactions between structural, infrastructural, and cultural dimensions, providing a holistic view of the factors contributing to welfare neglect in a world-class-oriented university environment. This information was then used to address the research questions regarding the disregard of students' subjective well-being in state Islamic universities. Meanwhile, data on student well-being profiling were analyzed using descriptive statistics with SPSS version 23.

C. Result and Discussion

In this subsection, we present the research findings and offer an in-depth discussion. We connect these results to existing literature, highlighting areas of alignment or divergence from previous studies. Additionally, we integrate the findings with the theoretical framework that underpins the research, demonstrating how our results contribute to and expand the current understanding of the topic.

1. Result

The results section presents four key findings. First, the qualitative analysis identified the neglect of students' subjective well-being due to structural issues at universities striving for world-class status. Second, it highlighted how infrastructural deficiencies contribute to this neglect. Third, the analysis uncovered cultural factors within the universities that exacerbate the situation. Fourth, the study examined the overall impact of these structural, infrastructural, and cultural factors on student well-being. Collectively, these findings offer a comprehensive understanding of the various dimensions affecting student well-being.



a. Structural Neglect

The university policies failed to accommodate student needs, demonstrating structural neglect of their subjective well-being. Table 1 outlines three key forms of structural neglect concerning students' subjective well-being.

Table 1. Structural neglect of the students' subjective well-being

No.	Findings	Supporting evidence
1.	Policy Focus:	
1.	University policies prioritize curriculum, rules, and obligations over student well-being	"The educational handbook only mentions the curriculum system, academic regulations, and learning process...". (VR 1). "Rules that regulate student's rights existed; however, they are not supported by more practical technical rules...". (HSP 4)
2.	Mental Health Policies:	
1.	Lack of comprehensive written policies addressing students' mental health	"Tight employment competition... source of mental stress among students... no leadership policy regulates it". (VD.5). "The university needs comprehensive mental health policies. The lack of written guidelines leaves many students unaware of their options and hesitant to seek help". (FC.5,6)
2.	Policies related to student mental health issues are partial and incidental	"No management policy expressly endorses psychological services programs for students". (HSP.9). "I once needed a psychological service... is no such service in my faculty". (S.20)
3.	Transparency and inclusion:	
1.	University policies lack transparency and inclusion	"... I have had questions and confusion about university policy... but I do not know how to express them conveniently and safely". (S.23). "... universities need to provide a space... without being afraid to be intimidated". (S.24)
2.	Students lack knowledge on how to access information about university policies	"Students do not know how to access information to university policies of harassment cases ...". (S.36)



Table 1 illustrates the findings of this research, revealing that university policies often neglect students' subjective well-being through three primary forms of structural neglect. First, university education policies emphasize the rules and obligations of students without explicitly regulating their rights. Educational guidance documents and academic ethics primarily focus on the curriculum, academic regulations, and sanctions for violations, with insufficient attention to safeguarding student rights. Second, student mental health policies are neither comprehensive nor adequately supported. The university lacks a written policy endorsing psychological services for students, despite the mental stress often caused by competitive pressures. Third, a lack of transparency and inclusion in university policies hinders students' ability to access information and safely raise complaints or questions. The absence of a safe space for students to express their opinions without fear of intimidation indicates that university policies do not fully support students' subjective well-being.

b. Infrastructural neglect

Infrastructural neglect occurs when a university fails to address students' needs for comfort and safety through its facilities and infrastructure. This neglect can manifest in several ways, including inadequate maintenance, outdated or malfunctioning equipment, and insufficient space for learning and recreational activities. Table 2 illustrates how the quality and adequacy of these facilities directly impact students' subjective well-being. Poorly maintained or inadequate facilities can increase stress, discomfort, and a general sense of neglect, ultimately harming the student experience and academic performance.

Table 2. The infrastructural neglect of the students' subjective wellbeing

No.	Findings	Supporting evidence
1.	Mental health Service:	
1.	Inadequate financial support, facilities, and counseling	<i>"Structurally, there are guidance and counseling services... there is little financial assistance and no facilities, so the counseling services provided to students are inadequate". (FC14). "I hope the</i>



No.	Findings	Supporting evidence
	resources	<i>university can enhance financial support and resources for counseling services. Currently, these services are limited, leaving many students feeling unsupported". (FC.12)</i>
2.	Students lack access to mental health information and services	<i>"I was unaware of any counseling or psychological services for students throughout my time at this university. I generally confide in a close buddy whenever I have an issue". (S.21). "... Information about mental health services is hard to find on the university website or bulletin boards". (S.30; S.36)</i>
2.	Facilities and infrastructure:	
1.	Broken and poorly maintained facilities cause discomfort	<i>"Many important facilities are damaged or poorly maintained, such as broken or dirty toilets, malfunctioning LCD projectors, and air conditioners, causing students discomfort...". (S..29)</i>
2.	Slow response to reports of damaged equipment	<i>"My friends and I often reported damaged campus equipment, but the university is exceedingly slow to respond". (S.30)</i>
3.	Academic Support:	
1.	Research assignments add stress to students.	<i>"...the majority of professors assign research papers and articles as final projects... which is often stressful". (S.26)</i>
2.	Requirement to publish articles to graduate	<i>"The completion of the degree program requires article publication in academic journals... creates a considerable burden on the mind...". (S.22)</i>
3.	Lack of technical guidance and training to improve scientific writing	<i>"It should provide support and convenience when conducting research and publications". (S.2). "The study program and the university provided a technical guidance session for writing scientific papers, but the thesis advisor should supervise the practice". (S23)</i>

As shown in Table 2, the university faces significant challenges in mental health services, facilities, and academic support. Mental health services are underfunded, lack proper facilities, and students are often unaware of how to access them. Observations revealed that many campus facilities are in disrepair—restrooms are dirty, air-conditioning units malfunction, and LCD projectors are broken and poorly maintained. This inadequate administration and poor maintenance of facilities likely contribute to the negative impact on students' subjective well-being. Even when facilities are available, their quality is substandard, and damage reports are addressed slowly. Academically,



students find research assignments stressful due to the demands of data collection each semester. Additionally, the requirement to publish scientific articles for exams and graduation adds pressure, while supervision during technical guidance is often insufficient. These findings underscore the urgent need for improvements in mental health services, facility maintenance, and academic support to enhance student well-being.

c. Cultural neglect

The cultural neglect of students' subjective well-being reflects a mindset that undervalues their needs and psychological health. Table 3 outlines the extent of this cultural neglect at two universities aspiring to achieve world-class status.

Table 3. The cultural neglect for the students' subjective well-being

No.	Findings	Interview Data Sources
1.	Institutional Priorities: Universities prioritize academics and research over students' well-being.	<i>"The university's world-class policy pushes professors and students to achieve international success, prioritizing academics over psychological wellbeing". (HSP 12)</i> <i>"The university leadership considers students' subjective well-being unimportant for obtaining WCU..." (HSP)</i>
2.	Student Maturity: Insufficient support for students with mental health issues due to the perception that they are already adults.	<i>"...So far, the students I supervise have not shared their concerns with me, so I believe them to be mature individuals who can address their problems". (L.17)</i>
3.	Academic Administration: Student advisors' academic and administrative duties limit their ability to support students.	<i>"...Student advisors are busy because many students request signatures, so I hesitate to consult on my academic problems". (S.19)</i>
4.	Stigma in mental health: Students refrain from seeking help and discussing their issues due to fear of stigma.	<i>"I tend to keep my problems to myself... I am afraid people will label me as a crybaby...". (S.31). "More support is required on campus to tackle stigma, enabling students to seek help more comfortably when necessary"</i>



No.	Findings	Interview Data Sources
5.	Student condition: Students often remain quiet about their dissatisfaction with campus facilities and services, fearing negative perceptions	<i>"...sometimes disappointed with campus facilities and services, I remain silent. I do not know whom to complain to and worry about getting a reputation as a protest. So I remain silent". (S28)</i>

Table 3 outlines three levels of cultural neglect affecting students' subjective well-being. First, at the institutional level, university leaders do not consider students' psychological well-being as integral to achieving world-class university (WCU) status. They prioritize enhancing academic and research performance over addressing students' mental health. Second, there is a societal assumption that students can independently resolve their issues and adapt to academic pressures. This belief leads universities, lecturers, and staff to overlook students' personal and social challenges.

Additionally, student advisors are primarily seen as academic mentors, limiting their interactions with students to academic matters only. Third, the stigma surrounding mental health disorders discourages students from seeking help, discussing, or addressing their mental health concerns. Moreover, students often remain passive about their dissatisfaction, reluctant to voice complaints, which further exacerbates the neglect of their well-being in academic settings. These three factors collectively reinforce the cultural neglect of students' subjective well-being in universities aspiring to attain WCU status.

d. Impact on students' subjective well-being

This section presents the findings of our investigation into how neglecting students' subjective well-being impacts their overall welfare at two universities aspiring to achieve world-class status.

Table 4. Profiling of university students' subjective well-being

No.	Variable/sub-variable	Male		Female		Total	
		High	Low	High	Low	High	Low
1.	Subjective Well-Being	47	44	85	56	132	100
2.	Academic Satisfaction	50	41	84	57	134	98



No.	Variable/sub-variable	Male		Female		Total	
		High	Low	High	Low	High	Low
3.	Academic Efficacy	43	48	80	61	123	109
4.	School Connectedness	50	41	85	56	135	97
5.	College Gratitude	49	42	91	50	143	89

Table 4 presents the analysis of students' subjective well-being, assessed using the College Student Subjective Wellbeing Questionnaire (CSSWQ). This analysis provides valuable insights into students' overall well-being, identifying areas where they may require additional support to enhance their academic experience and general quality of life.

The data in Table 4 indicate that while many students report high levels of subjective well-being, a significant number experience low scores. For instance, in the category of subjective well-being, 44 male and 56 female students report low scores, totaling 100 students. This pattern persists across other variables such as academic satisfaction, academic efficacy, school connectedness, and college gratitude. These low scores suggest that a considerable portion of students face challenges in both their academic and personal lives, underscoring the need for targeted support and interventions to improve their overall well-being and academic experiences.

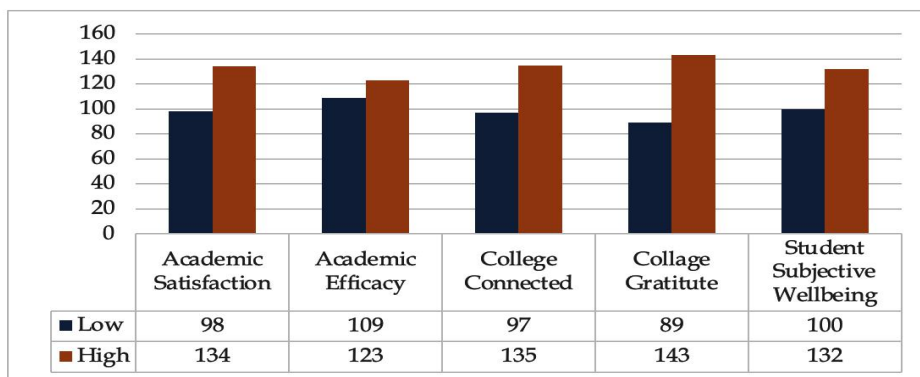


Figure 1. Profiling of university student subjective well-being

Figure 1 highlights that a significant number of students experience low subjective well-being across various dimensions. Specifically, 98 students report low academic satisfaction, 109 indicate low academic efficacy, 97 feel



low school connectedness, and 89 express low college gratitude. Among these, academic efficacy emerges as the area of greatest concern, with 109 students reporting difficulties. This suggests that many students struggle with confidence in their academic abilities, potentially undermining their overall educational experience and performance. The findings emphasize the critical need to address academic efficacy to enhance student well-being.

2. Discussion

This study identifies three key areas of neglect in students' subjective well-being and their impact on universities striving for world-class status. First, there is structural neglect, characterized by weaknesses in policies, regulations, and systems that should support student well-being. In terms of infrastructure, there is insufficient attention to or support for the physical facilities and services necessary to foster student well-being. Additionally, the cultural norms, values, and practices within the university environment are outdated and fail to address the specific factors affecting students' subjective well-being. Identifying students experiencing low well-being requires significant attention from the university. These findings suggest that when universities prioritize the pursuit of world-class recognition, student well-being may be overlooked.

Students' subjective well-being is often neglected at universities aiming for World Class University (WCU) status due to several factors. First, universities prioritize academic achievements and research, allocating more resources to high academic performance and quality research production while neglecting support for student well-being (Putri & Lutfianawati, 2023; Samohvalova et al., 2021). Second, the obsession with achieving WCU status creates a highly competitive environment, leading to excessive academic pressure, stress, and anxiety for students. Moreover, the policies, systems, and resources at these universities are often inadequate in addressing students' subjective well-being, including mental health services and support for struggling students (Baik et al., 2019; Mehmood et al., 2020). A failure to prioritize students' subjective well-being can lead to a range of adverse

outcomes, including diminished academic performance, increased stress, and elevated mental health risks. Evidence indicates that low subjective well-being can hinder college students' ability to adapt, develop, and achieve their academic goals (Diener, 2021; Ruggeri et al., 2020).

Additionally, the culture at universities striving for World Class University (WCU) status often prioritizes academic achievement over individual well-being, leading students to feel guilt or shame when seeking help. Limited awareness among students about the importance of subjective well-being contributes to their passivity in advocating for a healthy university life (Huang et al., 2020; Faisal et al., 2021; Lailatussaadah et al., 2023; Syarif et al., 2024). The lack of understanding among university leaders regarding the significance of subjective well-being further exacerbates this issue, resulting in an excessive focus on easily measurable outcomes, while well-being indicators receive less attention (Meaney, 2015; Sudjatnika, 2021)). These factors collectively contribute to the neglect of students' subjective well-being in higher education. Therefore, universities should adopt a comprehensive approach to fostering students' overall well-being, which is crucial for the sustainable achievement of world-class university status.

Student subjective well-being is essential in the pursuit of WCU status. It is closely linked to life skills such as psychological flexibility, health, physical resilience, self-motivation, emotional regulation, and the ability to withstand the pressures of global competition (Huppert, 2009; Shim et al., 2022; Yemini et al., 2012; Young et al., 2020; Zhao, 2024). Students with high subjective well-being are more likely to complete their studies on time, enhancing retention and graduation rates – key metrics for an institution's reputation. Universities that prioritize student well-being are more likely to attract top international talent, including students and academic scholars, which is fundamental in the quest to become a world-class institution (Wang et al., 2022; Purwanto et al., 2023). Moreover, a supportive campus environment fosters creativity and innovation, encouraging student participation in extracurricular activities and



pioneering research (Roy & El Marsafawy, 2023; Wira et al., 2023). Building a cohesive and inclusive campus community is vital for creating a nurturing educational atmosphere. By prioritizing student well-being, universities can strengthen their competitive edge in the global race for WCU status.

The findings of this research have significantly contributed to the discourse on university students' subjective well-being, particularly in institutions striving for World Class University (WCU) status. The neglect of students' subjective well-being can be seen as a failure by university officials to recognize its importance in academic performance. Baik et al. (2019) emphasized that university leaders, lecturers, and staff must understand and appreciate students' well-being to promote their holistic development. This research aligns with the findings of Nadia et al. (2020) and Baik et al. (2019), which suggest that the pressures of internationalization demand high academic standards and research outputs from students. However, universities often fall short in providing adequate support, thereby jeopardizing student well-being. In contrast, Yemini et al. (2014), reported that students generally held positive views of WCU policies, particularly regarding administration, the learning process with experienced lecturers, and the development of student competencies. The conflicting outcomes highlight the need for measures to address the contradictory nature of WCU policies that overlook students' subjective well-being.

To address this issue, several strategies should be proposed. First, it is crucial to enhance understanding of the importance of students' subjective well-being in achieving WCU status by fostering a campus culture that prioritizes student well-being. Second, there should be a concerted effort to strengthen support systems by improving facilities that cater to students' well-being. Universities should also organize group discussions, seminars, and training sessions to educate students about the importance of subjective well-being. These action plans could serve as a foundation for reducing neglect and raising awareness and understanding of the critical role that student well-being plays in academic success.

D. Conclusion

The study underscores the critical need for universities aspiring to World Class University (WCU) status to balance academic and research demands with the subjective well-being of their students. It highlights that neglecting students' mental health is a pervasive issue, often reflected in unbalanced policies, inadequate facilities, and a lack of supportive attitudes within the university community. To truly achieve WCU status, universities must integrate student well-being into their quality enhancement strategies. This study calls for increased awareness and robust mental health support, fostering a holistic and sustainable academic environment that enhances both student performance and global recognition.

Given that this research focused only on two universities aiming for WCU status, further analysis of students' subjective well-being should be conducted in other contexts. It is particularly important to examine whether the identified causes of neglect exist in other universities striving for WCU status. Additionally, investigating and comparing different types of Indonesian universities – such as public, religiously affiliated, and private institutions – will be essential to understanding the underlying causes of neglect, formulating best practices for student well-being, and realizing the potential for achieving student-centered education ideals.

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