



Gender Differences in Flourishing among Indonesian Students

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Abstract. This study investigates differences in flourishing levels between male and female Indonesian college students. Flourishing is defined as a state in which individuals experience life satisfaction, perceive ongoing personal development, and contribute positively to others. The research employs a comparative design to examine whether significant differences exist between these two groups. Data were collected using an adapted Flourishing Scale, which measures meaning in life, social connectedness, and competence. The scale demonstrated strong validity and reliability, with a Cronbach's alpha of 0.85. The sample comprised 234 students from Java, Sumatra, Borneo, and Celebes, selected through convenience sampling via an online survey. Data analysis used an Independent-Samples T-Test, which revealed a p-value below 0.05. These findings indicate significant differences in flourishing levels between male and female college students in Indonesia. Further analysis of each flourishing aspect also revealed significant gender differences. These findings have significant implications for higher education. Understanding gender differences in flourishing enables faculty to develop targeted educational and counseling programs that support student well-being and academic achievement.

Keywords: Level of Flourishing, Male and Female College Students, Gender Differences, Factors Influencing Flourishing.

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Introduction

Flourishing involves continued healthy growth and functioning, in which individuals fulfill their human potential in meaningful and enjoyable ways. Flourishing is sometimes described as a combination of feeling well or as a state in a person's life that is going well (Chen et al., 2019). Flourishing as a concept closely related to high mental well-being (Huppert & So, 2013). High mental well-being is characterized by a balanced state in which individuals perceive their lives as evolving and generating positive experiences. Flourishing, therefore, describes individuals who experience positive emotions about their lives and function effectively in their current circumstances. Similar to the World Health Organization's definition of flourishing, House et al., (2025) define flourishing as a state of well-being in which individuals can realize their potential, cope with everyday stress, engage in productive activities, and contribute to others. Seligman (2011) emphasizes that flourishing extends beyond life satisfaction to include ongoing personal development and the benefitting of others. Synthesizing these perspectives, flourishing can be defined as a

state of well-being marked by positive self-perception, ongoing development, and the capacity to benefit others.

Individuals with high levels of flourishing typically maintain strong social relationships, possess a sense of purpose and meaning, and demonstrate competence in fulfilling their responsibilities (Diener et al., 2010). Students, as individuals in early adulthood, are expected to exhibit aspects of flourishing. The early adulthood phase, spanning ages 18 to 40, is characterized by adaptation to new life patterns, values, and social expectations. During this period, students are tasked with adapting to various life changes (Whitaker et al., 2021).

Although theoretically, students in the early adulthood stage are expected to demonstrate various indicators of flourishing, such as having a sense of purpose and meaning in life, being able to engage in quality social relationships, and being competent in completing their assignments, empirical studies in the field show many challenges they need to face. Environmental changes, increasing academic demands, adjustments to the digital era, and accompanying social pressures can all hinder students' optimal flourishing. More broadly, environmental expectations for success and the need for social validation further exacerbate students' mental health. Tao et al. (2024) discussed how the need to navigate career opportunities and academic demands increasingly burdens students' mental health, especially in the first year. This external pressure amplifies internal academic stressors and disrupts students' psychological stability. Thus, it is important to note that not all students can effectively navigate the demands of their development. This inability will manifest as a psychological imbalance within them.

Based on the data obtained, of 499 students across 14 faculties at a State University in Jakarta, more than 40% experienced significant levels of depression, more than 70% experienced high levels of anxiety, and 25% showed high levels of stress (El-Matary et al., 2018). This is reinforced by research by Astutik et al. (2020), which found that 25% of Indonesian students experience depression, 51% experience anxiety, and 39% experience stress. Based on these findings, it can be said that more than 50% of Indonesian students suffer from unstable psychological conditions. This figure includes both male and female students, and the distribution indicates that female students experience higher stress levels than male students. These findings prompted researchers to investigate further whether this difference is also reflected in their flourishing achievements.

Psychological imbalances experienced by individuals will impact their social, personal, and career lives. In the social realm, students find it difficult to establish good relationships due to specific anxieties. Students may experience identity crises and role confusion, lack motivation to fulfill their academic responsibilities, prefer to violate social norms, and struggle to find meaning in their lives, including in their career choices and decisions. Observational studies confirm that stress significantly correlates with depression and anxiety in students, impacting their ambition and capacity to succeed in both social and professional spheres (Guerrero-López et al., 2023). Individuals with high levels of stress will struggle to achieve well-being in their personal, social, academic, and career lives. The concept of flourishing is relevant to study because it offers a comprehensive framework for how individuals can continue to function optimally, feel prosperous in their lives, and realize their full potential even when facing various demands and other stressors.

High stress levels are negatively correlated with a person's level of flourishing. Resilience, optimism, strong social ties, and a sense of meaning and purpose typically characterize individuals with a high level of flourishing. These qualities enable them to respond to life's challenges and changes not just with acceptance, but with a proactive, growth-oriented attitude for further development and fulfilment (Yu et al., 2024). Herdiansyah (2024) also found that students with a low level of flourishing consistently view their lives negatively. They feel they have no value, so they prefer to withdraw from social engagement. Flourishing can serve as a shield, protecting students from further setbacks when facing demands and changes, and helping them maintain their confidence in their ability to thrive.

Complementing research studies on stress, Ermasova et al. (2022) showed that in Russia, female students are more likely to experience stress than male students. A similar study was conducted by Rubach et al. (2022), which found that students in California, United States, showed the same results: female students tend to be more susceptible to stress than male students. The findings of this study explicitly indicate that women's flourishing levels are lower than men's. However, several other studies that more specifically examine flourishing have shown different results. Moon et al. (2025) found that women had higher flourishing scores than men. Contrasts with the results of Adebayo et al. (2025) who found that gender does not influence a person's flourishing level. The studies above were conducted in various countries and have not been conducted in Indonesia. Furthermore, the disparity in the results found has made researchers increasingly interested in studying more deeply the factors that influence a person's flourishing.

Some evidence suggests that men are more likely to experience mental health development than women, but other studies have found no differences in overall mental health between genders. Women may report higher life satisfaction, but overall, gender differences in development are inconsistent and may depend on which dimension of mental health is measured (Orchard et al., 2024). Therefore, further research is needed in the relatively underexplored context of Indonesian students. This study aims to present empirical data-based literature on the level of flourishing in Indonesian students. Furthermore, it has the potential to provide a richer contextual understanding by explaining inconsistencies across countries in previous findings and revealing whether specific socio-cultural factors influence gender differences in flourishing. The findings contribute to the understanding that flourishing is not universal but is influenced by gender and cultural contexts.

Method

Research Design

This study uses a comparative research method to compare two or more sets of data or variables and identify similarities or differences. Comparative research is a methodology for analyzing differences between entities such as cultures or genders (Lai & Fong, 2024). It is widely applied in fields such as education and serves as a fundamental approach for developing theory and practice (Taktak, 2025). In this study, the researcher sought to determine the level of flourishing among Indonesian students by gender. The researchers then adapted the flourishing scale for use as a data collection tool.

The process of adapting the flourishing scale involved cross-cultural adaptation to ensure conceptual equivalence and cultural appropriateness. The first stage involved forward translation by two bilingual translators, one with a psychology background and one without a psychology background, to produce translation variants that considered both technical aspects and easy-to-understand language. The research team reconciled the two translated versions to produce a combined version that retained each item's original meaning.

Next, the translated version was back-translated into English by an independent translator to ensure there were no shifts in meaning. Following this, cultural adaptations were made to several terms that were potentially irrelevant in the Indonesian context. Adjustments were made primarily to phrases related to social relations, the meaning of flourishing, and aspects of the meaning of life to align with communal cultural norms without altering the substantive meaning of the scale.

Content validity was ensured through an expert judgment process by three experts: a clinical psychologist, a psychometrician, and a guidance and counseling lecturer. The experts assessed the relevance and clarity of each item. The content validity index was calculated using the Content Validity Index (CVI), and only items with an I-CVI ≥ 0.78 were retained. Items with suboptimal clarity were revised in accordance with expert recommendations. In addition to testing for normality of data distribution using the Shapiro-Wilk test and homogeneity, several other t-test assumptions were also checked. Independence of observation was guaranteed because each respondent completed the scale online without the involvement of other parties.

Furthermore, data collection was conducted by distributing the scale via convenience sampling, with respondents selected based on their willingness to participate. The collected data were then categorized by gender and analyzed using comparative statistical procedures to test for differences between the two groups. The research findings were interpreted and used to formulate conclusions. Through this approach, the researcher sought to identify similarities and differences in flourishing levels between male and female students. The obtained data are expected to provide a picture of the intended level of flourishing and serve as a basis for developing interventions that support appropriate flourishing for students.

The questionnaire was distributed via Google Forms due to its ease of access and compatibility with various devices. The questionnaire took approximately 3-4 minutes to complete, based on initial testing. Participants were recruited through a link distributed to academic groups, student organizations, and institutional networks to minimize self-selection bias.

To control for potential bias, standard instructions were clearly stated on the homepage, emphasizing that responses were voluntary and that there were no right or wrong answers. The platform system limited participation to one per account and included an attention check to ensure that the instructions had been read carefully. Guarantees of anonymity and the absence of financial compensation were provided to reduce social desirability bias and potential pressure to participate.

Participants

The population in this study was undergraduate students from several universities in Java, Borneo, Celebes, and Sumatra. The research population focused on these four regions was based on methodological considerations closely related to subject availability and the researcher's accessibility to data collection. These four regions represent areas where the researcher has stronger practical access, both through academic relationships and institutional support, allowing for the acquisition of an adequate sample within the specified research period. The sampling technique used was convenience sampling, which involved distributing online questionnaires to students who voluntarily completed them. The sample comprised 111 male and 123 female students aged 19-22.

The use of convenience sampling in this study was based on methodological and practical considerations. First, convenience sampling allows researchers to efficiently obtain respondents within a limited timeframe, particularly when the target population is dispersed across diverse geographic regions, making direct access challenging. Second, this method is appropriate for online data collection, where respondent participation depends on their willingness to access and complete the research instrument.

Although convenience sampling has limitations in terms of generalizability, this technique was still considered appropriate for this study because the researcher prioritized affordability, efficiency, and the sustainability of the data collection process, given available resources and time. Therefore, convenience sampling is considered a rational and proportionate strategy for achieving the research objectives. The difference in sample size between female and male students is due to the nature of convenience sampling, which relies heavily on the availability and willingness of respondents to participate rather than on the actual population proportions. In this study, female students demonstrated a higher level of participation in completing the online questionnaire. Therefore, the imbalance in sample size reflects natural participation patterns that emerged during data collection, not a researcher-imposed restriction. In addition, the age of respondents was limited to 19-22 years to maintain homogeneity in respondent characteristics.

Research Instruments

The instrument used in this study was an adaptation of the Flourishing Scale developed by Diener et al., (2010). This scale has eight items, each scored from 1 to 7 based on the conditions the respondent experienced. This scale consists of three aspects: meaning in life, social connectedness, and competence. These three aspects are further elaborated into eight constructs, which are then measured through the flourishing scale. These eight constructs are having a purpose and meaning in life, having quality social relationships, being enthusiastic in living daily life, playing a role in improving the welfare of others, feeling capable of carrying out activities considered important, feeling positive and living life well, feeling optimistic about their future, and feeling accepted by their environment. The higher an individual's score, the higher their level of flourishing. The scale was adapted and piloted, and all items demonstrated validity and reliability, yielding a Cronbach's Alpha of 0.85.

Data Analysis

The data collected from the online form were then analyzed using IBM SPSS Version 25. The data were tested for normality first using a one-sample Kolmogorov-Smirnov test; if the p-value was > 0.05 , the data met the normality criteria, followed by parametric analysis using the Independent Samples t-test. The Independent Samples t-test is used to assess differences in flourishing levels between men and women by comparing the mean flourishing scores of the male and female groups. If the results of the different tests show a p-value < 0.05 , then the hypothesis is accepted and there is a difference in flourishing between male and female students.

Results

Table 1 shows the results of the study on 111 male and 123 female students. The results of data collection on flourishing and its three aspects indicate that the mean flourishing score for male students is 42.98, with a standard deviation of 7.99. The average flourishing score for female students is 40.10 with a standard deviation of 8.41.

Tabel 1. Descriptive Statistic of Flourishing

Data	Gender	Mean	Std. Deviation	Std. Error Mean
Flourishing	Male	42.9820	7.99657	0.75900
	Female	40.1057	8.41136	0.75843
Purpose and Meaningful Life	Male	11.2883	2.45463	0.23298
	Female	10.3252	2.56552	0.23133
Social	Male	15.9550	3.30946	0.31412
	Female	14.9512	3.48969	0.31465
Competence	Male	15.7387	3.43964	0.32648
	Female	14.8293	3.33562	0.30076

Normality tests conducted on the data for flourishing, purpose and meaningful of life, social connectedness, and competence using the Kolmogorov-Smirnov test showed p-values 0.745 ($0.745 > 0.05$) and homogeneity of variance was confirmed p-value 0.68 ($0.68 > 0.05$). This means that the collected data is statistically normally distributed and homogeneous.

Table 2 shows the results of the independent-samples t-test. Pada variable flourishing, terdapat perbedaan mean yang signifikan. t menunjukkan skor 2.67, $p = 0.008$, dengan selisih rerata 2.88. The mean flourishing by gender shows a p-value of 0.008 ($0.008 < 0.05$), indicating a significant difference between the male and female groups in their levels of flourishing.

Table 2. Independent Sample t-Test for Equality of Means

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Flourishing	2.674	232	.008	2.87629	1.07578	.75675	4.99584
Purpose and Meaningful Life	2.927	232	.004	.96309	.32907	.31475	1.61142
Social	2.251	232	.025	1.00374	.44583	.12535	1.88212
Competence	2.052	232	.041	.90947	.44320	.03627	1.78267

In the purpose and meaningful of life aspect, the p-value is 0.004 ($0.004 < 0.05$), indicating a significant difference between the male and female groups. The results of the difference test on the social connectedness aspect by gender also yielded a p-value of 0.025 ($0.025 < 0.05$), indicating a significant difference between the male and female groups. In the Competence aspect, a p-value of 0.041 ($0.041 < 0.05$) was obtained, indicating a significant difference between the male and female groups.

Overall, these results indicate that male students consistently have higher scores on the flourishing scale than female students. These higher scores are also evident across the three main aspects of flourishing: sense of purpose and meaning in life, involvement in social relationships, and feelings of self-competence. Thus, these data confirm significant gender differences in flourishing levels among Indonesian college students.

Discussion

Based on the research data, the level of flourishing among female students was lower than that of male students. This difference was also consistently observed across the three aspects of flourishing: having social connectedness, having a purposeful and meaningful life, and feeling competent to handle the tasks in their lives. The high significance value indicates that the gender-based differences in flourishing levels among Indonesian students are quite strong. This assertion is supported by several significant research findings across diverse populations. For instance, Crisp et al. (2025) reported a significantly higher proportion of males classified as flourishing compared to their female counterparts in a sample of Australian adolescents. This aligns with findings from Reis and Cunha, who observed a statistical difference, indicating that boys demonstrated slightly higher flourishing levels than girls, although the effect size was described as small (F. A. d. Reis & Cunha, 2023).

In terms of purpose and meaning in life, research also shows that men score higher than women. This finding suggests that men tend to have a stronger perception of the goals they desire to achieve. A higher score in men is reinforced by cultural and social norms in the environment, which then shape men's life orientation patterns. Social values that emphasize ambition and success in men's roles from an early age create a structured framework of thinking that makes them more focused on determining their life goals (Laszlo, 2019). However, women tend to face more complex social demands to be individuals who can balance their careers and family life. These complex social demands can weaken women's focus on solely personal achievements (Khodadoost et al., 2023). These multiple social expectations divide women's identities, making it difficult for them to develop personal goals and a sense of meaning in life that align with social standards. In the context of student life, flourishing involves a student successfully completing academic assignments, actively participating in and contributing to their social environment, and interpreting their life experiences. Various factors can influence a person's level of flourishing. These factors include biological, psychological, social, cultural, and other contextual factors that can significantly influence a person's level of flourishing. For example, Farozin et al. (2022) explain that masculinity can positively impact men's psychological well-being. Men's masculinity reinforces their self-concept as men who must continue to move forward in the

face of all challenges until they achieve their goals. This aspect affects men's sense of purpose and meaning in life, thereby increasing their flourishing.

In terms of having quality social relationships, male students scored higher than female students. Previous research indicates that biologically, men tend to have lower emotional responses than women due to lower levels of the stress hormone (estrogen) in their bodies (Andersen et al., 2024). Lower levels of stress hormones make it easier for men to establish new relationships with others and maintain existing social connections without the burdensome emotional complexity. Research by Vines et al., (2022) suggests that more intense emotional responses can hinder one's engagement with their social environment. This condition limits opportunities for expanding social relationships, so women tend to stick to small but deep relationships. This relationship pattern has the potential to increase dependency and feelings of loneliness when support is not received from the expected environment. This dynamic affects women's flourishing levels, especially when social connectivity is low as well.

The third aspect of flourishing is feeling competent in fulfilling assigned tasks. Men score higher because they are supported by stereotypes, local norms, and culture, which in turn can strengthen perceptions of their competence. Meanwhile, women face obstacles in asserting their abilities. High self-confidence in men positively contributes to their flourishing and capacity to continue developing despite challenges (Parola & Marcionetti, 2022). Conversely, when women face negative stereotypes about their competence, particularly in traditionally male-dominated fields, they tend to experience decreased self-confidence, which, in turn, is associated with lower flourishing (Nurhikmayati & Juandi, 2022).

Wouters et al. (2011) also noted that male students with a high self-concept demonstrated greater self-confidence, performance, and achievement motivation. The lower flourishing scores among female students in Indonesia compared to male students are also due to various influencing factors. Looking at the main aspects of flourishing, Lee et al. (2022) suggested that female students tend to become emotionally trapped and experience higher levels of anxiety when faced with external stressors. Female students are susceptible to mood disorders and anxiety when facing difficulties, thus hindering their flourishing (Odar Stough et al., 2015). However, several studies have shown conflicting results. A study by Touil et al., (2024) in nursing education showed that female students generally exhibit higher levels of flourishing than male students. Female students often demonstrate higher levels of well-being in academic contexts than male students (Mirzaei-Alavijeh et al., 2020; Sigmundsson et al., 2025). This reinforces the idea that, in certain contexts, female students can experience equal or higher levels of flourishing than male students.

Sociocultural factors certainly also influence an individual's level of flourishing. When research on flourishing is conducted in Indonesia, distinctive perspectives on the constructs of male and female roles are likely still deeply embedded, influencing individuals' self-concept and well-being. Male success is associated with specific career achievements, while women tend to be directed toward interpersonal relationships and emotional responsibilities. These differing orientations can lead women to feel less valuable despite their high levels of flourishing (Yuliasari, R. et al., 2024). This is what stands out in the lives of Indonesian

people: that high flourishing is actually derived from human characteristics and social relationships that are highly respected, grounded in norms, a sense of togetherness, and strong cultural values (VanderWeele et al., 2025).

This research demonstrates significant progress in understanding how gender factors and sociocultural contexts shape and foster flourishing among Indonesian students. Globally, various previous studies consistently report that men tend to have higher levels of flourishing than women (Crisp et al., 2025; Reis & Cunha, 2023). The findings of this study also align with the flourishing framework, which emphasizes individual optimization through a sense of purpose and meaning in life, social connections, and a sense of competence in carrying out assigned tasks. However, based on a more in-depth analysis of the research findings, our understanding needs to be broadened. Differences in individual flourishing levels by gender are not solely psychological or individualistic. Instead, they are influenced by biological and social dynamics, as well as cultural norms upheld by the collective environment.

Based on gender theory, men and women are shaped by different social expectations, which influence how they interpret life goals, engage in and quality social relationships, and feel confident in themselves, all three of which are key components of flourishing. In collectivist cultures, values such as social harmony, adherence to norms, and the relational roles assigned to women influence the expression of flourishing (Yeo et al., 2025). Conversely, masculine norms oriented toward achievement and independence more often reinforce flourishing in men.

However, several recent studies have shown that students in specific educational contexts, emphasizing social affiliation, such as public health, nursing, or non-formal education, exhibit higher levels of flourishing than male students (Mirzaei-Alavijeh et al., 2020; Sigmundsson et al., 2025; Touil et al., 2024). The inconsistent research results indicate that gender is not a single determinant but rather a factor that interacts with other contextual variables. In Indonesia, the novelty of these research findings is further strengthened by the presence of sociocultural values that influence the construction of meaning about gender itself. For example, traditional cultural values that position men as the owners of external goals and women as responsible for interpersonal relationships result in different flourishing dynamics (Amelia Dwi Rahmah & Ulfa Masfufah, 2023).

Overall, based on the results of this study, it can be concluded that differences in flourishing levels by gender must be understood in context and cannot be explained solely by these characteristics. A key finding of this study is that flourishing levels are shaped by the interaction of biological, psychological, social, and cultural factors. The results also provide evidence that differences in flourishing levels among Indonesian students reflect the complexity of the social structures surrounding individuals and are highly dependent on their subjective experiences.

Novelty of the Research

This research makes an important contribution to enriching the study of student flourishing in the Indonesian socio-cultural context, which has rarely been examined specifically by gender. What distinguishes it from previous research is its tendency to highlight differences in flourishing between male and female students by more holistically

linking quantitative findings to social and cultural dimensions, specifically Indonesian contexts, rather than solely focusing on psychological perspectives.

This research contributes to broadening the understanding that flourishing is contextual and influenced by prevailing social values, not solely determined by specific personal characteristics. The findings also encourage new perspectives in developing interventions or programs to enhance student flourishing, which should not be similar but rather tailored to the student's social background and emotional needs.

Implications and Contributions

Variations in the pace of individual development contribute to the ongoing discourse regarding the influence of gender on flourishing. Although many contemporary theories neglect gender differences, the present findings suggest that gender should be a central consideration in these models. This perspective is consistent with previous research demonstrating distinct developmental trajectories for male and female students.

Educational and counseling programs should address gender differences in rapid development. As male students frequently report higher levels of competence and meaning in life, interventions should reinforce these strengths. Such initiatives may include targeted workshops and mentoring for male students, alongside strategies to foster these attributes in female students. Wanchai et al. (2022) emphasized the importance of belonging in developing competence; however, their study did not account for gender, underscoring the necessity for a more gender-sensitive approach.

Future studies should measure and explore the factors that affect gender differences in rapid development. Long-term research can help explain how these differences change over time and what causes them. Looking at different age, settings and backgrounds can give a fuller picture of how gender affects development. It is also important to study how culture shapes social connections, competence, and meaning in life, and how these factors interact with gender.

Research Limitations

Some limitations that need to be considered in interpreting the results of this study are as follows: (1) Data collection was carried out using a psychological scale that does not have a method for verifying the truth of respondents' answers, such as using triangulation when conducting interviews, so that the respondents' answers may differ from their daily lives. (2) The sampling technique used was convenience sampling, not random sampling, so that the results of this study cannot be generalized widely to populations outside the context of students or other populations in countries with different cultural backgrounds. In addition, the number of respondents still does not adequately represent all regions of Indonesia.

Conclusion

The purpose of this study was to identify differences in students' flourishing levels by gender and to examine the influence of other factors on these variables within the context of student life in Indonesia. The results showed that male students had higher levels of flourishing than female students, and this was also reflected in linear scores across the three main aspects of flourishing: sense of purpose and meaning in life, involvement in social

relationships, and perceived competence in completing tasks and meeting life's demands. These findings cannot be explained solely by biological gender differences but must be understood within a broader sociocultural and psychological framework. Various social constructs regarding gender roles and stereotypes that develop in society also influence how students assess and perceive their flourishing. Therefore, gender differences are better understood as reflections of the sociocultural complexity that shapes individual flourishing.

The findings of this study, when analyzed within a framework of collectivist values emphasizing social harmony, communal responsibility, and conformity to gender role norms, can enrich the literature on how sociocultural factors influence flourishing. This study demonstrates that the construction of strong gender and social roles in society can shape how individuals view life and define their purpose, build social relationships, and feel confident in themselves. This research not only adds empirical evidence on the determinants of flourishing but also broadens the academic understanding of how flourishing is constructed differently in cultures that emphasize togetherness and social connectedness.

The implications of this research emphasize the importance of developing educational programs and guidance and counseling services that are responsive to gender issues in this VUCA era. Specific recommendations for universities include developing policies and services based on gender needs assessments, providing emotional literacy training that considers the diversity of gender and sociocultural experiences, providing safe spaces to support female students vulnerable to stress, strengthening social support for students, and increasing campus community involvement. Through these programs, universities, as institutions of higher education, can play an active role in creating a more inclusive, adaptive, and conducive campus ecosystem for fostering the flourishing of all their students.

As a direction for future research, a more in-depth exploration of mediating and moderating factors such as academic pressure, the presence of a support system, socioeconomic conditions, or the intensity of social media exposure, among others, is needed. These factors may enhance or weaken the influence of gender on flourishing. Furthermore, longitudinal research is recommended to understand the dynamics of flourishing over time, as well as intern studies to test the effectiveness of gender-sensitive flourishing programs.

Declaration of Conflicting Interests

There is no potential conflicts of interest.

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