

Original Article

The Psychological Method for Transforming Lifestyle: A Framework for Comprehending Lifestyle

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Abstract

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Lifestyle is an emerging concept in social science disciplines, such as psychology, education, sociology, and nursing. In this study, lifestyle is discussed from individualistic and psychological aspects. The principal purpose of this article is to define lifestyle, identify the determinants, and reshape the dimensions. Lifestyle is a social and psychological construct. Lifestyle refers to the way an individual lives their daily life. Previous studies have reported that it is a combination of several constructs; however, there is a shortage of comprehensive work in this area. To reshape the dimensions of lifestyle, the synthesis theory or the synthesis of theory approach is used. This approach is a two-fold process; it includes summarization and integration of knowledge. Summarization means reviewing all the ideas, information, and summarizing the key concepts, and integration of knowledge refers to combining all the knowledge. In this study, several articles were systematically reviewed, and eight (8) dimensions were identified: physical activity, dietary behavior, sleep habits, stress management, substance abuse, interpersonal relationships, study habits, and use of modern technology. All of these dimensions positively and negatively influence several psychological constructs of the individual, such as mental health and well-being, academic performance, self-regulation, emotional state, quality of life, and life satisfaction. This psychological construct has not been extensively explored. Therefore, it provides an opportunity to explore its influence on other variables, related fields, and disciplines.

Keywords: lifestyle, determinants of lifestyle, dimensions of lifestyle, well-being, self-regulation, academic performance, psychology, education

1. Introduction

Lifestyle is a complex and multifaceted term, and it is defined in various scientific studies in different ways (Brivio et al., 2023). The term 'lifestyle' has been increasingly explored across disciplines, such as sociology, health education, psychology, education, leisure education, marketing science, media science, and English language (Dan & Vasilache, 2010; Sobel, 1991; Veal, 1993). This term is relatively new in the social sciences and is used in various studies examining the pluralistic and multidimensional aspects (Jensen, 2007; Veal, 1993). The term is spelled differently across various types of literature, such as 'life style', 'life-style', and 'lifestyle' (Veal, 1993), but it is used similarly across fields. Many famous philosophers, sociologists and psychologists have used the term 'lifestyle' in their various works and research publications, Adler (1929) used this term in his book 'The Science of Living' in his views on personality, and Shwarzinger et al. (2024) & Veal (1993) cited, historically, the term 'lifestyle' has been used in studies since the 1900s in the studies of German philosopher and sociologist Georg Simmel's works on 'The Philosophy of Money' (Philosophie de Geldes) (Cockerham et al., 1997), Max Weber used this term in his 'Economy and Society' in 1922 also. Dan & Vasilache (2010) studied recent research trends in lifestyle from January 1st, 2000, to December 31st, 2007, and reported that, in the SCOPUS database, there are 32,539 articles related to lifestyle that were published. Approximately 0.48% of these articles were published in Europe and discussed from a social sciences perspective. The majority of the work on lifestyle is done in the field of life science and the medical sector, and the focus is on dietary behavior, health-related areas, etc.

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Jensen (2007) and Sharlamanov & Petreska (2020) mentioned that the term 'lifestyle' originated from the Latin word 'modus vivendi', which refers to the manner or ways of living. 'Lifestyle' consists of two words, 'life' and 'style'. The meaning of the term 'life' is the existence of a human being, and 'style' refers to a phenomenon that is eminently observable or deducible from observation (Sobel, 1991). A review of research articles reveals that a comprehensive concept of lifestyle from an individualistic perspective in psychology and the social sciences is lacking.

2. The Present Study and Objectives

The present study focuses on reshaping the concept of lifestyle and its dimensions, focusing on psychological and individualistic perspectives, and how it helps individuals. We have identified some untouched and less-discussed constructs of lifestyle, including the use of digital media, study habits, interpersonal relationships, and stress management. We did not find any literature that discussed the role and effects of digital media on lifestyle. At present, digital media is an indispensable part of our daily life. Other aspects include interpersonal relationships and stress management. The concept of interpersonal relationships is discussed, but less stress is given to these factors. Most of the studies, such as Sayili et al. (2024) and Wang et al. (2012), have used the term social support. This means support from teachers, family members, and peers in every aspect of our daily lives. Stress management is also a significant dimension, which discusses stress and how to deal with it. All the concepts are discussed in detail with their positive and negative aspects.

After reviewing research articles, it can be said that there is a lack of a comprehensive concept of lifestyle in psychology and social sciences. For this reason, the sole purpose of this study is to define lifestyle from a psychological perspective, which factors affect an individual's lifestyle, and which dimensions we can include in lifestyle.

3. Theoretical Approach

Relevant theoretical frameworks were reviewed through Jaakkola's (2020) theory, and he talks about four (4) designs. The names of the four designs are *Synthesis Theory or Synthesis of Theory*, *Theory Adoption*, *Typology*, and *Model*. To introduce 'lifestyle' as a psychological construct and reshape its dimensions, the 'theory synthesis or synthesis of theory' design is used (Jaakkola, 2020; Pound & Campbell, 2015). It is a systematic and evidence-based approach to generating theoretical insights (Cockerham, 2005; Jaakkola, 2020). In this approach, different relevant theories or literature are collected and reviewed minutely. After that, the investigators summarized all the significant concepts and, at the end, integrated all the key concepts from those theories. This type of work presents a new and enhanced concept or phenomenon that links and discovers previously unexplored or undefined concepts uniquely. In this approach, two crucial works are summarizing and integrating knowledge (Jaakkola, 2020). *Summarizing* means explaining all the key and significant concepts concisely. It gathers all the facts, ideas, and information concisely and removes all the irrelevant concepts. The *integration of knowledge* is a conscious process of combining different perspectives and ideas for a better and holistic understanding. This approach gives us a clear understanding of any construct. The ultimate purpose of integration is to resolve conflicts, fill the gaps in knowledge, and reshape and redevelop new concepts and ideas. These two approaches are mostly used in interdisciplinary and transdisciplinary disciplines.

4. Definition of Lifestyle and Determinants

Lifestyle is a social and psychological construct. This term is widely recognized and used in research in Western countries, especially the USA. A significant challenge is that, in the field of psychology, no comprehensive and universally accepted definition is available. This is an effort to discuss lifestyle for a better understanding and future research in academia.

Lifestyle is a daily practice that is influenced by social and environmental factors (Cockerham, 2005). Jensen (2007) attempted to define lifestyle at four different levels: global, structural or national, positional or subcultural, and individual. It is a pattern of behavior that is observable to everyone and is subject to modification. In our daily life, from morning to night, we live our life, which include various aspects, such as exercise, food habits, sleep habits, and social relationships. Many scholars have tried to define lifestyle, and some widely discussed definitions of lifestyle have been given. Nie & Zepeda (2011) define "lifestyle as a mixture of habits, conventional doing things and reasoned behavior which is influenced by values and attitudes". Brivio et al. (2023) define "lifestyle as a style of personality, an expression of human uniqueness and creativity"; they also define lifestyle as the distinctive behavioral expression of a characteristic pattern of values and attitudes. After discussing the various scholarly definitions of lifestyle, we can conclude that lifestyle refers to a habitual behavior that involves a distinctive way of living. Every individual leads his/her own life differently, which is influenced by values and attitudes. Finally, we can say that the outward behavior of an individual is the proper representation of their lifestyle.

With respect to lifestyle, there is a clear difference between person-to-person, society-to-society, and culture-to-culture factors. Brivio et al. (2023) reported that everyone's style of living is different from that of others and is influenced by various factors. All these factors are determinants of lifestyle. Various elements determine an individual's lifestyle, such as age and gender (Biddle & Asare, 2011), personality and attitude (Stephan et al., 2018), education (Cutler & Lleras-

Muney, 2010), family and peers (Patrick & Nicklas, 2005), socioeconomic status (de Boer et al., 2020; Foster et al., 2023), and technology and digital media (Dienlin & Johannes, 2020; Farhud, 2015).

5. Reshaping the Dimensions

Lifestyle is a broad and diverse concept. Measuring lifestyle is a systematic, significant, and time-consuming task for investigators. Understanding lifestyle and its related factors is important because scholars have focused on various aspects of individuals. The purpose of this work is to identify the dimensions of lifestyle, provide comprehensive details about different dimensions, and their effects on our lives. To accomplish this work, numerous research articles were selected based on their relevance. After many scholarly articles were reviewed, 3 articles were included to develop a comprehensive overview and framework of lifestyle from a psychological perspective. These three articles were selected based on their extensive coverage area and in-depth discussions.

Sayili et al. (2024) developed a scale of healthy lifestyles for 18-65-year-old Turkish citizens and ensured its validity and reliability. In this scale development study, nine (9) elements were included: physical activity, personal responsibility, sleep, stress, social support, nutrition, smoking, and alcohol use. Duncan et al. (2014) developed a scale on lifestyle behavior to measure the relationship with health-related quality of life for people aged 18 and above. They mentioned seven (7) dimensions of lifestyle, namely physical activity, dietary habits, smoking status, alcohol consumption, sleep quality, sleep duration, and sitting time. Wang et al. (2012) developed and validated a scale for assessing the healthy lifestyle of university students aged between 18-25 years and reported 4908 students' responses. This study included eight (8) elements: exercise behavior, regular behavior, health risk behavior, health responsibility, nutrition behavior, social support, stress management, and life appreciation.

In the above studies, some dimensions overlap with each other. To design a comprehensive concept of individual lifestyles, the researcher attempted to develop a framework of lifestyle based on the collective contributions of various authors. One common dimension of individual lifestyle is *physical activity* (PA). It includes other similar elements, such as exercise, exercise behavior, and health responsibility. In *dietary behavior* (DB), some similar terms are included based on research evidence, such as nutrition, nutrition behavior, diet, dietary behavior, and regular behavior. *Sleep habit* (SH1) included several terms that were mentioned in the selected articles, such as sleep patterns, sleep quality, sleep quantity, preventive health actions, and regular behavior. *Stress management* (SM) is the ability to reduce levels of stress and cope with different disturbance situations. It includes psychological stress and preventive health actions. *Substance abuse* (SA) refers to the minimum or excessive use of different substances, such as tobacco use, alcohol, etc. It includes health risk behavior, tobacco use, alcohol consumption, and smoking status. *Interpersonal relationships* (IRs) include daily interaction and quality conversation with friends, family members, teachers, etc. *Study habits* (SH2) refer to a set of regular, routine, and continuous behaviors that are related to academic and non-academic study for lifelong learning. The *use of modern technology* (UMT) includes the use of computers, laptops, smartphones, social media, and artificial intelligence (AI), among others. A diagram was designed to understand all the dimensions included in the final version (**Figure 1**).

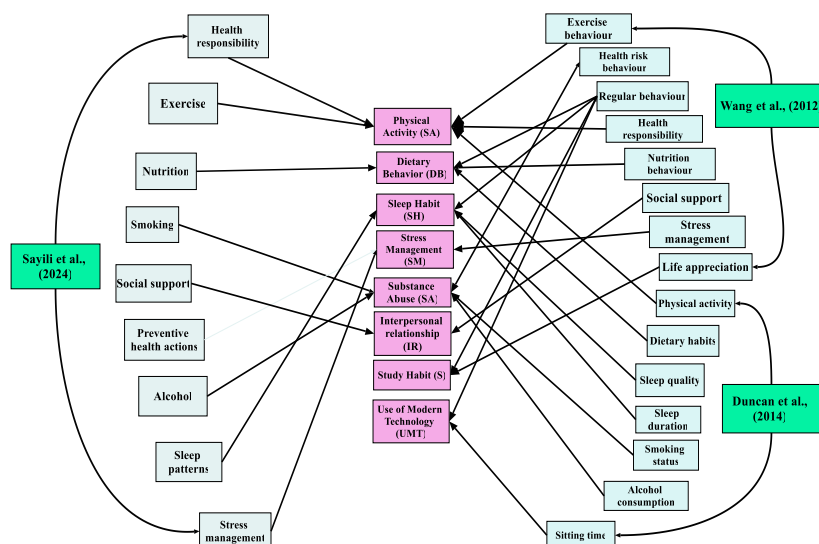


Figure 1: Synthesis of an integrated framework of Lifestyle dimensions

5.1 Physical activity refers to the movement of various body parts and muscles, such as the arms, legs, limbs, or the full body, which requires physical strength and ability, and in different exercises, all of these body parts are actively involved (Caspersen et al., 1985). It involves various activities, such as walking, climbing stairs, and different structured activities, such as running, swimming, cycling, and playing sports (WHO Guidelines on Physical Activity and Sedentary Behaviour, 2020). Research has shown that, in recent years, young adults have been engaged mostly in physical activities, and are intrinsically motivated and offering various physical and mental health-related benefits, promoting the quality of life (Granero-Jiménez et al., 2022) and enhancing the happiness of human beings (Farhud, 2015). Wang et al. (2025) reported that interpersonal relationships are a contributing factor to physical activity, and the equation model also shows that this factor plays a motivational and social supporting role. Various scholarly articles provide evidence that regular physical activity positively impacts mental health (Shen & Li, 2024), psychological well-being (Delisle et al., 2010; Granero-Jiménez et al., 2022), health behavior, mental well-being, psychological resilience, and quality of life (Liu et al., 2024), positive feelings, and life satisfaction (García-Hermoso et al., 2020). Any kind of daily physical activity gives freshness, helps to work efficiently and actively, and the human mind works sharply.

5.2 Dietary behavior is a significant part of the lifestyle of an individual (Amado et al., 2021; Farhud, 2015; Walker et al., 1987; Zhang et al., 2025). It is a combination of food choice and selection, eating behavior, and dietary intake or nutrition (Stok et al., 2017). Healthy or unhealthy food habits, food preferences, meal selection, time and frequency of eating, dieting, amount of food, etc., are also a part of this process (Gherasim et al., 2019; Stok et al., 2017). Regular breakfast consumption is a sign of healthy food habits, and it is the most effective meal of the day. However, a common problem among young adults is skipping breakfast (Gherasim et al., 2019), which can lead to poor mental health (Sliwa, 2024). A regular breakfast helps us work efficiently in daily life, and it helps good brain and cognitive functioning. Regular consumption of junk foods, sweets, cold drinks, and deep-fried foods, like chips, french fries, fried chicken, doughnuts, cutlets, etc., adversely affects physical and mental health. Ismail et al. (2022) reported that psychosocial factor is a significant indicator of the dietary behavior of university-level students. Among college and university students, the probability of regular consumption of junk foods, sweets, cold drinks, and deep-fried foods is high. Furthermore, the family system, early life experience (Scaglioni et al., 2018), cultural factors, psychological factors, and food trends also influence dietary behavior (Asp, 1999). Several studies have concluded that healthy or better food habits positively affect students' academic performance (Adolphus et al., 2013; Reuter et al., 2021; Sliwa, 2024; Uddin & Bhattacharyya, 2023) and that food such as fruits, vegetables, dairy products, and salad consumption improves mood and mental wellness (Heidari et al., 2023). Unhealthy dietary behavior also influences individuals' obesity and weight (Gherasim et al., 2019).

5.3 Sleep habits are a crucial and vital factor in an individual's lifestyle (Amado et al., 2021; Ramar et al., 2021), and they are important for the psychological process of humans (Wu et al., 2022). It is also a fundamental factor in the growth and development of adolescents (Al-Wandi & Shorbagi, 2020) because it is a basic physiological factor for human survival (Kohyama, 2021). During sleep, different psychological changes occur in the body; if sleep is not enough, many physical and mental health-related issues arise (Chokroverty, 2010). Sleep habits refer to a person's ability to obtain an adequate amount of uninterrupted sleep each day. Adequate and quality sleep helps a person perform cognitive activities properly and keeps them away from various physical and mental problems (Giri et al., 2013). The two fundamental components of sleep are quality of sleep and quantity of sleep. (Kohyama, 2021). Dzierzewski et al. (2021) reported that the quality and quantity of sleep habits can change in a complex way throughout an individual's lifespan, and suggest that an adult person's sleep habits are negatively influenced by excessive time spent in front of the TV, excessive use of social media, and screen time. The quality of sleep refers to an individual's self-satisfaction and feeling of refreshment after experiencing sleep (Nelson et al., 2022). Conversely, poor quality sleep is known as insomnia, characterized by the absence of sleep and feelings of dissatisfaction and laziness after sleep (Ellis et al., 2018). The quality of sleep includes depth of sleep, satisfaction after sleeping, and feelings of freshness after waking. The quantity of sleep is known as how many of hours a day a person sleeps (Kohyama, 2021). It includes the duration of total sleep, consistency of sleep duration, and frequency of short sleep. Ohayon et al. (2017) and Ramar et al. (2021) mentioned in the American Academy of Sleep Medicine (AASM) that good sleep habits of an adult individual are a minimum of 7 or more hours of sleep; on the other hand, Kohyama (2021) reported that 6-7 hours is enough, and the ability to perform routine sleep in a comfortable environment (Alanazi et al., 2023). Improved sleep quality is significantly related to less anxiety, depression, and perceived stress (Wang et al., 2025). Good quality and quantity of sleep positively affect students' academic performance (Bayoumy et al., 2023; Reuter et al., 2021), mental health (Scott et al., 2021), well-being (Peach et al., 2016), positive relationships (Nelson et al., 2022), short sleep patterns, poor sleep habits and untreated sleep are independently associated with a chance of poor academic performance (Gallego-Gómez et al., 2021), experience complex mental health (Scott et al., 2021, Aljasem et al., 2020), poor attention and cognition, depression (Alanazi et al., 2023), stress and mild to moderate level of anxiety (Bayoumy et al., 2023), poor quality of life (Lee et al., 2013) and productivity, safety and overall quality of life (Ramar et al., 2021).

5.4 Stress management is one of the significant elements of an individual's lifestyle in the present scenario (Amado et al., 2021; Gherasim et al., 2019). Stress negatively impacts our physical and mental health; therefore, coping with these difficult situations requires effective stress management (Rogerson et al., 2024). Stress management involves adopting techniques that help us to reduce stress and enhance overall well-being, and maintain a healthy lifestyle for individuals. Along with these factors, recognizing factors of stress or stressors, emotional regulation, relaxation techniques, time management skills, etc. are included in stress management. Various causes of stress are violence, abuse, a vulnerable family environment, divorce, marital conflict, childhood trauma, and life events (Cicchetti & Toth, 2005; Paykel, 2001). Academic stress (academic expectations, workload, and grading, etc.) is one of the most dominant types of stress, and mostly affects school or university-level students (Barbayannis et al., 2022; Pascoe et al., 2020). To overcome these stressful events, different techniques and support systems need to be adopted. Numerous research findings suggest that stress management can lead an individual to better psychological well-being (Barbayannis et al., 2022; Rajappan et al., 2024), better academic achievement, reduced school dropout, and psychological problems, such as depression, anxiety, sleep problems, and substance use (Pascoe et al., 2020).

5.5 Substance abuse refers to the consumption or taking of any type of substance, including alcohol, tobacco, or any type of prescribed or non-prescribed drugs, that can lead to harmful side effects (Zou et al., 2017). It includes alcohol addiction, nicotine addiction, cannabis addiction, and inhalant addiction (Zou et al., 2017). It is a negative aspect of lifestyle (Amado et al., 2021), but adolescents and young people are mostly affected by it (Deep et al., 2024; Prendergast, 1994). Substance abuse, such as alcohol and tobacco-related problems, is mostly observed in rural areas, and also most substance abuse-related cases are found (Kumar et al., 2020). It is a global issue involving serious neurocognitive, physiological, and psychological effects (Paul et al., 2024; Rose et al., 2019) and contributes to social, physical, and mental health-related problems (Das et al., 2016). Tobacco and alcohol are the most misused substances in the 17 to 24-year age group, and research articles have reported that almost 90 % of substance users are male (Kovilveetil, 2021). It can lead to poor academic performance and sexual offenses (Prendergast, 1994), low motivation (Aboh et al., 2019), low academic performance (Mekonen et al., 2017), mental health problems and disorders (Richert et al., 2020), academic stress, suicidal thoughts and social withdrawal (Srivastava, 2024), high levels of anxiety and depression (Degenhardt & Hall, 2001), and low psychological well-being and life satisfaction (Visser & Routledge, 2007). Düring et al. (2024) also reported that feeling depressed, having financial problems, and losing interest in daily activities are the most common problems related to substance abuse.

5.6 A human is a social being who constantly interacts with parents, peers, and teachers (Sravanti, 2017). An interpersonal relationship is a close relationship with two or more people or a supportive social and emotional interaction with others (Kiuru et al., 2020). It creates a sense of closeness and intimacy between friends, parents, relatives, teachers, and others (Kiuru et al., 2020; Walker et al., 1987). Maintaining a minimum quantity of lasting, positive, and significant interpersonal relationships is a drive of human beings (Baumeister & Leary, 1995). This relationship includes relationships with family members, friends, and colleagues (Griffin, 1990). Our life is full of ups and downs; to overcome these difficulties, we need some mental support from our closest members. When we face difficult situations, we all need support from others but, sometimes a person cannot discuss with others related to his/her problems (Okada et al., 2010). These can lead to various problems, such as mental health issues, anxiety, depression, etc. Relationships can be positive or negative (Cohen, 2004). Positive relationships include trust, support, dependency, warmth, respect, emotional support, etc. This type of relationship with others consistently promotes recovery from mental health-related problems (Bjørlykhaug et al., 2022), well-being, and better academic engagement (Chaudhry et al., 2024; Kaur & Sharma, 2023; Kiuru et al., 2020), healthy functioning, development, and better academic functioning (Martin, 2014). High-quality positive relationships are always related to better academic performance (Kiuru et al., 2020; Zhang et al., 2024). Individuals with low or negative relationships can experience academic stress (Kaur & Sharma, 2023), poor functioning, and mental health-related issues. It includes lack of trust and support, lack of communication, absence of emotional attachment, and conflicts.

5.7 Study habits and reading habits; the meaning of both terms is used synonymously. It is a self-directed activity of an individual. It is a key element of learning and a gateway to success in our personal and professional lives (Alsaeedi et al., 2021). This is a good practice in our daily life and is also required by academics. In the context of lifestyle, study habits are not limited only to academic purposes; they also refer to how many minutes or hours an individual spends on their self-improvement, or sometimes it is referred to as leisure reading. It refers to a regular and consistent practice of interrupted time spent on books (fiction and nonfiction), reading nonbooks, newspapers, websites, digital libraries, magazines, blogs, etc. (Alsaeedi et al., 2021; Huang et al., 2014), but book reading mostly engages the human mind in cognitive aspects (Bavishi et al., 2016). Study habits are not limited to how much time is spent on study; they also include the strategies of reading, such as planning, monitoring, concentration, and less procrastination (Theobald, 2025). The purpose of the study is different, but it promotes lifelong learning and self-construction. Alsaeedi et al. (2021) mentioned three purposes of study, namely: knowledge, enjoyment, and academics. For the development of active study habits, motivation plays a significant role; it includes intrinsic and extrinsic motivation (Credé & Kuncel,

2008). This habit can help to develop a person's personality, problem-solving, learning skills, critical thinking, creativity, innovation, general knowledge, and novel ideas (Palani, 2012; Sallabas, 2008). It can also play a significant role in harming or helping long-term academic or career goals (David et al., 2024). Study habits include consistency (Dunlosky et al., 2013), time management (Clark & Rumbold, 2006), the environment or place of reading (Clark & Rumbold, 2006), effective strategies (Theobald, 2025), and self-regulation (Zimmerman, 2002).

5.8 In this modern era, technology is not only an option, it is necessary for all of us, and is also a part of our modern lifestyle (Farhud, 2015). Our lives are greatly influenced by *modern technology*, whether in our daily lives, workplaces, or entertainment. Young people use digital technologies anytime and anywhere (Lupton, 2021), and they use digital technology for diverse purposes; their purpose is not limited to communication and entertainment, they also use it for academic (Clark & Rumbold, 2006), well-being, and physical activity monitoring purposes (Yang et al., 2024). Haleem et al. (2022) reported that digital technology has led to a paradigm shift in education, and it is also an essential tool for the quality of education. Present-day digital media is widely used in the education system. Students spend much of their time reading online magazines, newspapers, online libraries, websites, and journals with the help of different media (Clark & Rumbold, 2006). This dimension includes the use of different technologies (TV, games, computers), time spent on education and skills development, and time spent on social media (Canadian Paediatric Society, 2019). The regular use of smartphones and computers has been a very common habit of individuals in recent years. With the help of the internet, we can communicate, collaborate, share information, audio, and video through smartphones and computers (Lepp et al., 2014). Smartphones play a significant role in digital technology use; they are affordable and offer various functions (Dienlin & Johannes, 2020). Advanced technology facilitates the life of a human being, but its misuse can lead to negative impacts (Farhud, 2015). The use of artificial intelligence (AI) in education is a new area of research (Crompton & Burke, 2023). AI also helps promote students' self-regulated learning (Ng et al., 2024) and helps them to overcome academic-related challenges (Kundu & Bej, 2025; Michel-Villarreal et al., 2023). AI can help students develop learning-related planning, set goals or purposes, and evaluate them (Huang et al., 2022). Many studies have shown that excessive use of digital technology can lead to negative psychological and emotional outcomes (Limone & Toto, 2022). Screen time is a crucial part of digital technology. Sanders et al. (2019) mentioned three types of screen time and reported its positive and negative impacts on students' health and education. Passive screen time can lead to a negative outcome (e.g., TV), educational screen time is positively associated with educational outcomes (e.g., computers for academic homework), and interactive screen time has positive educational outcomes (e.g., video games), and various negative outcomes. Moderate-level screen time is not harmful, but excessive screen time leads to poor prosocial behavior, lower perseverance, and worsened emotional well-being (Sanders et al., 2019), irritation, sad feelings, and embitterment (García-Hermoso et al., 2020). Ravens-Sieberer et al. (2022) concluded that excessive use of digital technology is negatively related to sleeping problems, low emotions, and feelings. Dienlin & Johannes (2020) reported that excessive use of digital technology can decrease well-being and that moderate use can increase well-being. Lepp et al. (2014) reported that excessive use of smartphones can lead to poor academic performance, a high level of anxiety, and a lower level of life satisfaction, and David et al. (2024) reported that excessive use of smartphones not only creates distraction and procrastination but also negatively influences different abilities, such as study habits.

6. Discussion

This systematic synthesis approach revealed that lifestyle is a multidimensional concept and consists of eight (8) dimensions. All these dimensions collectively influence an individual's mental health, well-being, academic performance, life satisfaction, and many other aspects. All eight (8) dimensions are physical activity, dietary behavior, sleep habits, stress management, substance abuse, interpersonal relationships, study habits, and the use of modern technology. All of these dimensions were classified into three types: healthy lifestyle, moderately healthy lifestyle, and unhealthy lifestyle. Currently, healthy and unhealthy lifestyles are topics of discussion from a global perspective. Hautekiet et al. (2022) and Wang et al. (2023) reported that a healthy lifestyle is positively related to mental health (low levels of depression, anxiety, loneliness) and well-being. A detailed description of the dimensions is provided in [Table 1](#). Caamaño-Navarrete et al. (2024), working on unhealthy lifestyles and the negative mental health of university students, reported that unhealthy lifestyle factors, such as insufficient sleep, physical inactivity, and excessive screen time, are significantly related to poor mental health, and quality of life, and Tang et al. (2024) reported that unhealthy lifestyles negatively affect students' depression and anxiety.

A minimum of 150 or more minutes of physical activity in a week is a physically active lifestyle, 75-150 minutes of physical activity is a moderately active lifestyle, and less than 75 minutes of physical activity in a week is an inactive lifestyle ([WHO Guidelines on Physical Activity and Sedentary Behaviour, 2020](#)). Dietary behavior refers to eating meals regularly, eating breakfast every day, consuming snacks between meals, daily sufficient water intake, regularly consuming dairy and vegetables for food intake, and avoiding eating fried foods regularly ([Yun et al., 2018](#)). Ohayon et al., (2017) published a report on the National Sleep Foundation's sleep quality and recommended that 7 or more hours of sleep per night regularly is good for our health. Watson et al. (2015) reported a similar opinion on the American

Academy of Sleep Medicine and Sleep Research Society that 7-9 hours of sleep for adults and 7 to 8 hours of sleep for older adults is good for their health. Nelson et al., (2022)s mentioned two types of sleep, namely good-quality sleep and poor-quality sleep. One more type of sleep was included in this study to classify sleep as moderate sleep. Moderate sleep means a minimum of 5 to 6 hours of sleep. Stress management skills can be categorized into three types: good stress management skills, moderate stress management skills, and poor stress management skills. Good stress management refers to an individual who can manage his/her stress, handle pressure and maintain emotional balance. Moderate stress management skills refer to individuals who manage all types of stress and difficult life situations but sometimes fail and have poor stress management skills, referring to individuals who cannot handle pressure or difficult situations and cannot manage stress. Substance abuse is a negative aspect of lifestyle. On the basis of the use of substances, three levels are used to describe their effects on our lives. The total absence of substance use is an indicator of a healthy/sound lifestyle and it has several positive outcomes. Minimum or negligible use of substances also negatively affects our body and mind and the risks of this are low. Daily or heavy use of substances leads to physical, social and psychological problems and the risks are very high. Interpersonal relationships can be classified into three types: high or positive relationships (Bjørlykhaug et al., 2022), moderate relationships, and low or negative relationships (Kaur & Sharma, 2023). Ryff & Keyes (1995) cited positive relationships with others as a dimension of their most influential work on the theory of psychological well-being and included strong positive and weak relationships with others. High or positive relationships include high levels of friendship, empathy, sharing of information, trust, closeness/intimacy, collaboration, warmth and respect for each other (Ryff & Keyes, 1995); low or negative relationships include low levels of trust, and low levels of warmth, aggression, hatred (Ryff & Keyes, 1995), and moderate relationships indicate a mid-path between positive and negative relationships. Study habits can be classified into three parts: low or poor, moderate, and high or good. Xu et al. (2023) reported that spending 1-6 hours studying a week is related to low academic performance, and these habits are referred to as bad study habits. Nearly 20 hours spent on study in a week are positively related to average academic performance; here, these habits, referred to as moderate-level study habits, and the weekly 30 hours spent on study is related to better academic performance and are referred to as good or better study habits. Three types of digital media use habits are based on the amount of time spent on digital media. Przybylski & Weinstein (2017) mentioned the low-usage type where someone uses digital media occasionally for a few minutes. Orben et al. (2019) noted, the moderate usage type where someone uses 1-3 hours a day in social media, video streaming and Kuss & Griffiths (2017) cited high usage of digital technology which means 3-6 hours or more intensive or heavy usage of gaming, video watching, internet addiction, etc.

Factors	Physical activity (PA)	Dietary behavior (DB)	Sleep Habit (SH1)	Stress management (SM)	Substance use (SU)	Interpersonal relationship (IR)	Study Habit (SH2)	Use of modern technology (UMT)
Level								
Healthy lifestyle	Active (150+ minutes in a week)	Daily breakfast intake, sufficient water consumption, and vegetables in regular meals	7 hours and above	Effectively handle pressure, emotional regulation, and positive thinking	Totally no use	High or positive relation	3 hours or above in a day	Low use (less than 1 h)
Moderately healthy lifestyle	Moderate (75-150 minutes in a week)	Presence of all healthy habits, but sometimes breaks the regularities	5 to 7 hours	Occasional emotional balance, sometimes uses coping strategies	Minimum use	Moderate interaction	1-3 hours	Moderate (1-3 h)
Unhealthy lifestyle	Inactive (75 minutes or less)	Irregular breakfast intake, insufficient water consumption, and the absence of vegetables in regular meals	4 hours and below	Low emotional regulation, negative thinking, poor coping strategies, unable to handle pressure, poor coping strategies	Excessive use	Low or negative relation	Less than 1 hour	High use and excessive use (3 and above)

Table 1: Three types of lifestyles: healthy lifestyle, moderately healthy lifestyle, and unhealthy lifestyle

Limitations

The current study is conceptual; no statistical analysis was performed to establish its significance. Because the main purpose is to develop a comprehensive lifestyle framework. Here, very few research articles were considered to develop the framework, which is not sufficient. Additionally, this study focuses only on psychological perspectives; other factors, such as socio-economic factors, religion, and current health status, were ignored. Therefore, the present proposed framework has not been tested. If researchers are interested and try to check its application, then they will understand its significance at the present moment. Its future is totally dependent on future work.

Conclusion

Recently, lifestyle and its related factors have been the focus of discussion worldwide. The primary purpose of this study was to define lifestyle from the perspectives of psychology and individualism. This is an effort to explain all the concepts related to lifestyle and their associated terms. This study defines lifestyle and synthesizes the dimensions from different theories, tools, and scales. Various scholarly studies suggest that multiple dimensions of lifestyle are associated with an individual's mental health (depression, anxiety, sleep), quality of life, well-being, academic performance, emotional state, etc. Recently, adolescent children and young adults have faced different problems and challenges due to the poor quality of lifestyle practices. Creating a healthy environment in homes, schools, and higher education institutions can lead to a better future for adolescents and young adults. To solve problems and face challenges, parents, peers, and teachers are very important. Educational policymakers can include lifestyle and related consciousness in school and university curricula, which can lead to a healthy society.

Recommendations

The purpose of this study is to reshape the concept of lifestyle and its dimensions. We have systematically reviewed several scholarly research articles using theory synthesis and gathered supporting evidence to validate all the dimensions and their influences. We believe that this research article is helpful and useful across various disciplines and contributes to an individual's self-improvement. If policymakers, administrators, and authorities of the institutions and organizations can think about and take suitable steps to help their stakeholders. It is also helpful for those who are interested in working on lifestyle and trying to develop a new scale of lifestyle and its relationship with other variables. Currently, this concept is unexplored, offering opportunities for researchers to further popularize and advance the concept within psychology, education, and related fields.

Abbreviations

PA- Physical activity, DB- Dietary behavior, SH1- Sleep habits, SM- Stress management, SA- Substance abuse, IR- Interpersonal relationships, SH2- Study habits, UMT- Use of modern technology

Competing Interests

Authors have declared that no competing interests exist.

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