



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Psychological Well-Being And Its Review On Students Of Higher Education

Simpa Kumari¹, Dr. Pushplata²

¹ Research Scholar, Department of Psychology, S.K.M. University, Dumka, Jharkhand

² Assistant Professor, Department of Psychology, A.S. College, Deoghar, Jharkhand

Abstract: Psychological well-being of individuals is the need for today. Young adulthood demands good psychological well-being to educational attainment, career and personal success. Psychological Well-being is the experience of happiness, health, and prosperity that includes having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress. The World Health Organization defining it as a state of mind where an individual is able to develop their potential, work productively, and cope with normal stresses of life. In general, Psychological well-being has considered as crucial for comprehensive health and happiness and has been linked to improved mental health, better physical health, and longer life expectancy. Well-being comprises six components that deal individual's psychological health. The well-being of students in higher education is under more attention. Students' age in full time higher education generally ranges between 17–24 years. This is also the critical age for the onset of psychological problems. Studies report that a substantial number of students in higher education are dealing with well-being issues such as psychological and emotional distress, feelings of anxiety and depression, and an increased risk of burnout. There are many reliable and valid psychological tools. These are often used to quick and simple measure of psychological well-being. This is a short study attempts to gain theoretical knowledge about psychological well-being and knowledge of the various studies conducted in the area of psychological well-being.

Key words: Psychological well-being, undergraduate, postgraduate, college, students, components, academic performance

INTRODUCTION

Well-being is a concept that signifies a well-rounded, balanced and comprehensive experience of life. It includes many domains of health of physical, social, mental, emotion, career etc. It is a meaningful for the life of people and their society to better living conditions [Waghmare, 2016]. Some researchers explained that psychological well-being associated with the fulfillment of life potential and happiness [Rayan et. al, 2008], while others interpreted that it is associated well-being with personal experience of individuals [Diener, 1999]. Psychology well-being is a concept in psychology that is related to the good health. It is important for the several respect to how someone function and adapt with their lives for satisfaction and productive. Its characteristics are associated with psychological well-being, positive work attitudes, understanding, reaching out to people, maintaining good health, ability to sustain relationships, able to handle crisis effectively etc. Psychological well-being express as a state of mind with an absence of a metal disorder in view of positive psychology. It may include an individual's ability to enjoy their life and create a balance between life activities and efforts to achieve happiness, satisfaction and accomplish goals [Diener, 2009]. Psychological well-being is more important for the students to achieving their goals. The poor psychological well-being appears to be a very crucial and critical issue among undergraduate and postgraduate students [Roslan et. al, 2017]. Nowadays university and college students

commonly faces different problems related to the psychological well-being because of changing academic environments.

DEFINITIONS AND ELEMENTS OF PSYCHOLOGICAL WELL-BEING

Psychological well-being refers to a person's subjective experience of affirmative psychological states, such as pleasure, life fulfilment, and a sense of purpose. It is a holistic theory that encompasses different traits of a person's mental and emotional health, including positive relationships, personal growth and development, positive self-esteem and self-acceptance, and a feeling of being in charge of one's life. Simply said, psychological well-being is about feeling good about oneself and one's life, having satisfying relationships and a sense of purpose, and feeling capable of managing life's challenges. Psychological well-being is a crucial aspect of a person's overall health and happiness. According to Ryff et al. [1989], psychological well-being assign to the extent to which people feel that they have meaningful control over their life and their activities. It is a state of mind where an individual experiences positive emotions, positive psychological functioning and a feeling of meaning and purpose in life. The definition of psychological well-being is an area of debate among researchers. However, the World Health Organization (WHO) defines psychological well-being as "a state of mind in which an individual is able to develop their potential, work productively, and creatively, and is able to cope with the normal stresses of life" (WHO, 2021). This definition highlights the multidimensional nature of psychological well-being, with the presence of affirmative emotions, psychological functioning, and a sense of purpose and significance in life.

COMPONENTS OF PSYCHOLOGICAL WELL-BEING

Carol D. Ryff, (1989) introduced six dimensional model of psychological well-being. The interaction of all of these factors has a formative effect on the individual's psychological health as a whole. Ryff's hypothesis is well-known under the term "Six-factor Model of Psychological Well-Being", these are

- **Autonomy:** The degree of freedom and ability to make independent decisions are correlated with an individual's level of autonomy. It evaluates an individual's capacity to remain loyal to themselves under duress and behave in a manner consistent with their basic beliefs and ideals.
- **Environmental Mastery:** Mastery of the environment means competently traversing and adapting. This involves managing everyday tasks, solving difficulties, and taking charge of one's surroundings.
- **Personal Growth:** It is an indication of a person's commitment to continuous improvement and development. Curiosity, receptivity to novel experiences, and drive for advancement and self-realization are the three key elements.
- **Positive Relations with Others:** This dimension's major focus is on how well a person can establish and sustain healthy connections with other individuals. The development and maintenance of fulfilling relationships depend on a variety of factors, including the capacity for empathy and compassion as well as a growing feeling of social connection.
- **Purpose in Life:** The meaning of life may be found in completing particular goals and having a feeling of purpose. It requires having a feeling of purpose and the conviction that one's acts and presence are more significant than just sustaining one's physical existence.
- **Self-acceptance:** Self-accepting people understand that, like everyone else, they have strengths and weaknesses. They recognize that life has ups and downs; that everyone makes mistakes, misses opportunities, and feels regret, disappointment, and other unpleasant emotions.

Measures of Psychological Well-being

There are several measures of psychological well-being, each with its own strengths and limitations. The most commonly used measures include the Ryff Psychological Well-being Scale (RPWBS), the Satisfaction with Life Scale (SWLS), Psychological Well-being Scale (PWBS-SDCP) developed by Devender Singh Sisodiya and Pooja Chaudhary and the Diener Satisfaction with Life Scale (DSLs). They found to be reliable and valid, and often used as a quick and simple measure of psychological well-being.

REVIEW OF WELL-BEING ON STUDENTS OF HIGHER EDUCATION

The well-being of students in higher education is under attention. Students' age in full time higher education generally ranges between 17–24 years. This is also the critical age for the onset of psychological problems. Studies report that a substantial number of students in higher education are dealing with well-being issues such as psychological and emotional distress, feelings of anxiety and depression, and an increased risk of burnout (Backhaus et al., 2020; Baik et al., 2019). Such numbers, combined with research indicating that well-being plays an important role in students' academic performance and dropout rates (Lipson & Eisenberg, 2018), lead to increasing attention on student well-being in higher education. The COVID-19 pandemic and its consequences, such as social distancing, lockdowns, and online education, have further boosted this attention because of the negative impact on the well-being of students in higher education (Doolan, 2021).

Prabha and Magdalin (2016) studied 285 female college students (aged 17 to 26) from different institutions in the Chennai area to see how much time they spent online affected their levels of comfort, social anxiety, psychological health, and feelings of isolation. The outcomes of the study suggested that there was no association between Internet addiction and social anxiety, loneliness, or psychological well-being among the female college students who took part in it. The study found no statistically significant differences between female students who used the Internet late at night and those who did not, in terms of mental health, social anxiety, or feelings of isolation. Despite the prevalence of social anxiety among male college students, there was no statistically significant correlation between Internet addiction and social anxiety among female college students. Furthermore, no connection could be shown between internet addiction and the mental health of college-aged women.

Rasal (2019) performed a study to examine how parenting styles may influence the mental health of adolescents, especially exploring the interplay between various parenting styles and the two developmental periods of middle adolescence (15 to 17 years) and late adolescence (18 to 21 years). A total of 240 participants were chosen at random from Nashik, Maharashtra, with 120 people in each developmental period. Remarkably, the findings showed that parenting practices have a substantial effect on teenagers' mental health, especially when it comes to aspects like self-assessment, environmental competency, personality development, group-oriented attitudes, and autonomy. Remarkably, it found that teenagers in the medium period of development showed a higher ability to articulate self-evaluation than those in the late phase.

Seligman et al. (2009) claimed that well-being is an important concept in positive psychology and also needs to be seen as a core element of education. Several international studies observed that there is a strong positive connection between positive well-being and academic performance (Awartani et al., 2008). Student well-being has become a key agenda for education and many now consider emotional-social learning to be of equal importance to academic learning.

Researchers have shown that poor Psychological well-being appears to be a very crucial and critical issue among college students. Nevertheless, for any of these stages or transitions, students need to deal with intellectual, social, and psychological transformations, as these transitions are also perceived as a process of maturation. Therefore, students often have to deal with challenges and problems that hinder the completion of their studies (Lovitts, 2005; abiddin et. al., 2011).

Panahi et al. (2013) conducted a study among postgraduate students at the University Putra Malaysia (UPM) revealed a significant relationship between age and psychological well-being, denoting that the level of students' psychological well-being increases with age. They confirmed also this significant relationship between age and psychological well-being in terms of autonomy, personal growth, and purpose in life.

Fuad et al. (2015) also conducted a study at the UPM, they found that the prevalence rates of student stress, anxiety, and depression among medical students were 16.9%, 52%, and 24.4%, respectively. These studies have significant much about the discouraging psychological state of Malaysian students in tertiary education institutions. Studies conducted in Malaysia have also shown decreased level of psychological well-being among university students in Malaysia. It was reported that academic-related stressors affected students well-being.

Honmore and Jadhav (2015) explored aspects concerning to the psychological well-being of college students. This research encompassed 200 first-year students from various colleges located in Islampur and Sangli, of Maharashtra. Hundred male and hundred female participants equally selected for this study. Their findings indicated that male students exhibited a higher level of psychological well-being in the mental health dimensions compared to their female counterparts. The most participants in the study were from rural or semi-urban backgrounds characterized by entrenched traditional norms and constraints on women within a predominantly male-dominated culture.

CONCLUSION

Psychological well-being is a crucial aspect of an individual's overall health and happiness. It refers to the subjective experience of positive psychological states such as happiness, life satisfaction, and a sense of purpose. The concept of psychological well-being is multi-faceted and encompasses different aspects of an individual's mental and emotional health, including positive relationships, personal growth and development, positive self-esteem, and a sense of control over one's life. The components of psychological well-being include life satisfaction, positive emotions, low levels of negative emotions, autonomy, positive relationships, purpose in life, and personal growth. Student psychological well-being is an important aspect of mental and emotional health that requires on-going attention and care. Students can promote their psychological well-being by engaging in activities that promote personal growth, maintain positive relationships, and provide a sense of purpose and meaning in life.

REFERENCE

- Abiddin, N.Z. and Ismail, A. (2011). Attrition and completion issues in postgraduate studies for student development. *Int. Rev. Soc. Sci. Humanit*, 1(1), 15-29.
- Awartani, M., Whitman, C. V., and Gordon, J. (2008). Developing instruments to capture young people's perceptions of how school as a learning environment affects their well-being: European journal of education. *European Journal of Education*, 43(1), 51–70.
- Baik, C., Larcombe, W., and Brooker, A. (2019). How universities can enhance student mental well-being: The student perspective. *Higher Education Research & Development*, 38(4), 674–687.
- Backhaus, I., Varela, A. R., Khoo, S., Siefken, K., Crozier, A., Begotaraj, E., Fischer, F., Wiehn, J., Lanning, B., Lin, P., Jan, S., Zaranza Monteiro, L., Al-Shamli, A., La Torre, G., and Kawachi, I. (2020). Associations between social capital and depressive symptoms among college students in 12 countries: Results of a cross-national study. *Frontiers in Psychology*, 11, 644.
- Doolan, K. (2021). Student life during the COVID-19 pandemic lockdown: Europe-wide insights. European Students' Union.
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276-302.
- Diener, E. (2009). Subjective Well-Being. In: Diener, E. (eds) *The Science of Well-Being. Social Indicators Research Series*, Springer. 37, 11-58.
- Fuad, M.D., et al. (2015). Prevalence and risk factors of stress, anxiety and depression among medical students of a private medical university in Malaysia. *Education in Medicine Journal*, 7(2): 44-52.
- Honmore, V.M., and Jadhav, M.G., (2015). Psychological Well-Being, Gender and Optimistic Attitude among College Students. *The International Journal of Indian Psychology*, 3(1), 174-181.
- Lovitts BE. (2005). Being a good course taker is not enough: A theoretical perspective on the transition to independent research. *Studies in Higher Education*, 30(2), 137-154.
- Lipson, S. K. and Eisenberg, D. (2018). Mental health and academic attitudes and expectations in university populations: Results from the healthy minds study. *Journal of Mental Health*, 27(3), 205–213.
- Prabha. D. and Magdalin S. (2016). Loneliness, Social Anxiety and Psychological Well-Being in Relation to Internet Addiction among Women College Students. *International Journal of Indian Psychology*, 3(4), 63.
- Panahi, S., A.S.B.M. Yunus, and S.B. Roslan. (2013). Correlates of Psychological Well-being amongst Graduate Students in Malaysia. *Life Science Journal*, 10(3): 1859-70.
- Rasal, P. V. (2019). Impact of parenting style on mental health of adolescents. *Journal of the Gujarat Research Society*. 21(14), 1582-1589.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*. 57(6), 1069–1081.

- Ryan, R.M. and E.L. Deci. (2008). Self-determination theory and the role of basic psychological needs in personality and the organization of behavior. *Handbook of personality: Theory and research*, 3, 654-78.
- Roslan, S., Ahmad, N. Nabilla, N and Z. Ghiami. (2017). Psychological well-being among postgraduate students. *Acta Medica Bulgarica*, 44(1), 35-41
- Ryff, C.D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6): 1069-81.
- Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., and Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford review of education*, 35(3), 293-311.
- World Health Organization. (2021). Mental Health. Retrieved from https://www.who.int/healthtopics/mental-health/#tab=tab_1
- Waghmare, R.D. (2016). A Study of Psychological Well Being Among Male and Female College Students. *The International Journal of Indian Psychology*, 3(3), 28-31

