



EFFECTS OF PSYCHOLOGICAL WELL-BEING ON STUDENTS' ATTITUDE AND BEHAVIOR TOWARDS ATTAINMENT OF EDUCATIONAL GOALS – AN OVERVIEW

Medical Science

Abdul Malik*	Professor /HoD, Anatomy, Glocal College of Unani Medical Science & Research Centre, Glocal University, Mirzapur Pol Road, Saharanpur, U.P. India. *Corresponding Author
Sohrab Husain	Professor, Department of Physiology, Rajputana Unani Medical College Hospital & Research Centre, Kho-Nagoriyan, Jaipur- 302002, Rajasthan, India
Shakera	Assistant Professor, Department of Pathology, Rajasthan Unani Medical College & Hospital, Meena Paldi, Jaipur- 302031, Rajasthan, India

ABSTRACT

Psychological well-being is thought to play a critical role in understanding the students' attitude and behavior. There is a great impact of education on Psychological well-being for the students as it helps in acclimating the modifications in surrounding environment. Psychological well-being is stated as a diverse multidimensional conception, positive mental health, improving personality physiognomies, uniqueness and emotional regulation. Various studies have been documented which shows substantial correlation between Psychological well-being and education. For this purpose a lot of studies have been documented, which reveals that Psychological well-being relates to growth and human fulfillment and has consequences for health. Psychological analysis and application have historically targeted on learning and treating pathologies following a deficit approach that has as its main priority to reduce the unpleasant effects of various individual and social issues. Psychological well-being (happiness, life satisfaction and depression) area essential resources for enhancing students' learning, success and quality in education. Psychological well-being is shown to predict students' attitudes and educational performance in higher instructional establishments. Psychological well-being (happiness, life satisfaction & depression) put together and on an individual basis contribute to the prediction of students' behaviours and attitudes. For the purpose of the study of Psychological well-being, several models and scales are in used like Existence Scale, Stress Scale, Warwick-Edinburgh Mental Well-Being Scale, Ryff's Scale for Psychological well-being. In this article an attempt has been made to focus how Psychological well-being has its effect on students' attitudes and behaviours towards the accomplishment of their educational goals.

KEYWORDS

Psychological Well-being, Self-efficiency, Depression, Stress, Mental Health

INTRODUCTION

Psychological well-being is one in all the essential ideas being these days taken into thought.

According to the literature, the principles underlying well-being relate to positive health and are additional philosophical than medical in nature; these principals so relate to health of mind, body and link well-being to engagement in living.¹ Ryff developed an extensive model of well-being through building on the works of scholars such as Aristotle, Russeland Rogers. Well-being relates to growth and human fulfillment and has consequences for health.² Psychological research and practice have traditionally focused on studying and treating pathologies following a deficit approach, which has as its main priority to lessen the unpleasant effects of different individual and social problems.³ On this subject, studies with adult samples have suggested that certain aspects of well-being, such as autonomy and environmental mastery, increase with age, while others decrease, such as personal growth and purpose in life.⁴⁻⁷ As a component of general health and well-being, psychological well-being has been widely researched and evaluated over the last two decades.^{8,9}

Students in higher educational institutions are regarded as leaders of tomorrow. They have tutorial success as their major goal. For this objective to be accomplished; it needs commitment, penances, self-control, inspiration and cheerful connection among understudies and instructors. Students at this level are saddled with a lot of responsibilities and challenges which may sometimes result in stress.¹⁰ As academic demands increase and new social relations are established, students become uncertain of their abilities to meet these demands. Difficulties in handling the ensuing stressor often lead to decreased academic performance, increased psychological, distress, and negative attitudes toward learning.^{11,12}

Psychological well-being (joy, life fulfillment and discouragement) are significant assets for upgrading understudies' learning, achievement and quality in instruction. Psychological well-being have been shown to predict students' attitudes and academic performance in higher educational institutions.^{13, 14} Psychological well-being (happiness, life satisfaction & depression) jointly and separately contribute to the prediction of students' behaviours and attitudes.

In the academic life of students in tertiary institutions especially universities, colleges of education and polytechnics, students' intrinsic

motivation, self- discipline and attitudes toward their lecturers or professors are perhaps the three most significant areas to consider in understudies' practices and mentalities. Perhaps for a personal who has low happiness and life satisfaction and high depression, having high self-efficacy can facilitate him/her in displaying applicable behaviours and positive attitudes as regards his/her academic work. Various studies have examined the impact of wellbeing on mental health and psychopathology. Well-being is associated with a longer and healthier life.

Furthermore, a study shows that Psychological well-being serves a protective factor against psychopathology. An example is its protecting operates against burn-out. People who experience more wellbeing are better able to deal with daily struggles and stressful life events.¹⁵⁻¹⁸ Psychological well-being, measured in a variety of ways across a variety of settings.¹⁹

PSYCHOLOGICAL WELL-BEING

There is a great impact of education on Psychological well-being for the students as it helps in acclimating the modifications in surrounding environment.²⁰ Psychological well-being is stated as a diverse multidimensional conception, positive mental health, improving personality physiognomies, uniqueness and emotional regulation. Various studies have been documented which shows substantial correlation between Psychological well-being and education.²⁰

Models of Psychological well-being in which the context has three focal foundations; socio-structural characteristics, personality traits and self-regulatory indicators have been argued in past.²⁰⁻²⁵ Additional studies have shown that persons belonging to poor countries with lower earnings are greatly related to education.²⁵

Moreover, lifespan theory discusses that socio-structural physiognomies as well as psychological physiognomies might take on diverse functions and, therefore, show different effects depending on the larger cultural context in which they are surrounded.²⁵⁻²⁷ Persons with operational working, growth of prospective and having regulation with a purpose, can be interrelated to Psychological well-being. Psychological well-being model, given by Carol Ryff offers a controlling structure, which tells how to analyze, generate and organize for a healthier life style. In addition to Carol Ryff's model, many theories viz. life span theories, personal growth theories and formulation theories of positive mental health were documented.²⁸⁻³¹

It has been studied that psychological well-being varies in genders, males are supposed to be stronger in attaining psychological well-being signs as compare to females.³² On the other hand, some studies showed no major gender difference.^{33, 34} Among the university students, current studies illustrated that stress level is found increasingly.³⁵ Among the individuals, having a good sense of life-purpose, do not engross in depression, stress and anxiety, they have thoroughgoing well-being.^{36, 37} Carol Ryff's designed six theoretically motivated constructs of psychological well-being, which are:

Autonomy: Those feeling dominance and efficiency to manage them; self-confidence and organization are of their characteristics; they show independence in recognizing their beliefs and resist towards social stresses.

Environmental mastery: Those with feelings of superiority in environment and able to handle environment and/or environmental changes and make effective use of chances.

Personal growth: Being generous new experiences; Positive relations with others – having satisfying, best quality relationships.

Purpose in life: Believing that one's life is meaningful.

Self-acceptance: Those with self-esteem, self-multilateral acceptance including both nice and unsuitable qualities; such people have got optimistic and positive feelings about their lives in the past.

Positive relations: Those with friendly, pleasant and trustworthy relations, concerned with the others' peace and comfort, able to stay in unanimity and companionship, and perceiving human relationship during interactions.

Definitions of theory-guided dimensions of well-being

Autonomy	High Scorer	Is self-determining and independent; ready to resist social pressures to assume and act in bound ways; regulates behavior from within; evaluates self by personal standards
	Low Scorer	Is concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to suppose and act in bound ways
Environmental mastery	High Scorer	encompasses a sense of mastery and competency in managing the environment; controls advanced array of external activities; makes effective use of close opportunities; ready to select or produce contexts appropriate to private desires and values
	Low Scorer	Has problem managing everyday affairs; feels unable to alter or improve close context; is unaware of surrounding opportunities; lacks sense of management over external world
Personal growth	High Scorer	encompasses a feeling of continuing development; sees self as growing and expanding; is hospitable new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is dynamic in ways in which mirror additional savvy and effectiveness
	Low Scorer	encompasses a sense of non-public stagnation; lacks sense of improvement or growth over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors
Purpose in life	High Scorer	Has goals in life and a way of directedness; feels there's aiming to gift and past life; holds beliefs that offer life purpose; has
	Low Scorer	Lacks a way of that means in life; has few goals or aims, lacks sense of direction; doesn't see purpose in past life; has no outlooks or beliefs that give life meaning
Self-acceptance	High Scorer	Possesses a positive perspective toward the self; acknowledges and accepts multiple aspects of self, as well as smart and unhealthy

	Low Scorer	Feels disgruntled with self; is discomfited with what has occurred in past life; is troubled concerning bound personal qualities; desires to show a discrepancy than what he or she is
Positive relations	High Scorer	Has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, fondness and intimacy; understands provide and take of human relationships
	Low Scorer	Has few close, trusting relationships with others; finds it difficult to be warm, open, concerned about others; is isolated furthermore, disappointed in relational connections; not willing to make bargains to support significant binds with others

DIFFERENT PSYCHOLOGICAL WELL-BEING MODELS AND SCALES

For the purpose of the study of Psychological well-being, several models and scales are in used like Existence Scale, Stress Scale, Warwick-Edinburgh Mental Well-Being Scale, Ryff's Scale for Psychological well-being.

Existence Scale

This Psychological well-being scale is founded on Frankl's theory, meaning in life which consists of four basics dimensions of existence viz. Self-distance, Self-transcendence, Freedom and Responsibility.³³

Stress Scale

This Psychological well-being scale is used for the measurement of tension, irritability, exaggeration to stressful actions, which are the indication of stress. It has 14 items, score ranges from 0 to 3 for each item and Cronbach Alpha coefficient (α) is calculated.⁴⁰

Warwick-Edinburgh Mental Well-Being Scale

This scale is used for measuring individual's positive mental health. It has 14 items, each scores from 1-5. The total score obtained denotes the magnitude Index of positive mental health.⁴¹

Ryff's Scale for Psychological well-being

Initially Carol Ryff established this model to reveal adults' positive functioning.⁴² later on, it was found that Ryff's model is not better in case of Adolescents compare to the adults, as need of Autonomy is more stronger in Adolescents.⁴³ Ryff's scale for psychological well-being has six factors of positive functioning viz. Autonomy, Environmental mastery, Personal growth, Purpose in life, Self-acceptance.^{42, 44} It has various version like 42-items, 20-items, 10-items, 9-items and 3-items. Many studies stated wide ranging validity, while others reported several prospective issues like personal growth, self-acceptance environmental mastery.⁴⁸⁻⁵²

PSYCHOLOGICAL WELL-BEING AND ATTITUDES, BEHAVIOURS

Several studies show that Psychological well-being has a great impact of students' attitudes and behaviors; it increases as the age advancing. Academic performance of the students is connected to the attitudes and behaviors. Study reveals that Psychological well-being provides positivity and significances to students in achieving the educational goals.⁵³

Higher academic scores are found in the students having high Psychological well-being.⁵⁴ Psychological well-being study gives an insight and provoking clues for the factors effecting students' attitudes and behaviours. If Psychological well-being is distressed it directly changed students' attitudes and behaviours, studies tells that in college students' it is a major effective concern.⁵⁵⁻⁶⁰ The recommendation for enlightening the level of psychological well-being amongst the university students as the dynamic and substantial class of the society, will end in profitability for society. It might be explicit to research such a result that those with feeling of mastery, self-efficiency, and positive angle towards themselves have the additional ability for charity and human relations towards people.

FUTURISTIC NEEDS AND SCOPE

Future analysis would benefit from work if students are presently receiving the support they need to alter them to with success complete their degree course. Significantly, varied studies results show fluctuations in psychological well-being, indicating that, far away from being a stable decline, students' mental state ebbs and flows

throughout the degree course.

Research from positive scientific discipline demonstrates that it's additional necessary to concentrate on developing positive characteristics instead of on avoiding or decreasing negative ones, like depression. However, at the present we all know way more concerning negative effects of depression on student success than concerning the advantages of happiness and life satisfaction. For instance, depression is negatively associated with student success, and depressed adolescents have lower score averages and pay less time doing prep.⁶¹

Though negative and positive have an effect on square measure connected, they're even so distinct dimensions, and also the absence of mental disorders doesn't guarantee the presence of mental state.⁶² In different words, positive and negative states square measure asymmetrical; that's, they're not reciprocally connected in type and result.

Thus, if we tend to live solely levels of depression we tend to square measure missing necessary knowledge which might be derived from attention on psychological well-being.⁶³ We could foretell that each affection (happiness) and psychological feature (life satisfaction) constructs would be associated with student attitudes and behaviors over and higher than depression, and while not a selected expectation, we tend to needed to work out the relative importance of affection and psychological feature well-being as instructive predictors of student angle and behavior.

CONCLUSION

In the educational lifetime of students in tertiary establishments particularly universities, faculties of education and polytechnics, students' intrinsic motivation, self- discipline and attitudes toward the attainment of their educational goals, maybe the three most significant domains to think about in students' behaviours and attitudes. Intrinsic motivation is that they want to review supported personal interest and satisfaction instead of for a grade. Self discipline has self-control over ones behaviours and attitudes (e.g. studying, planning to category on time).

To achieve the effects of Psychological well-being with students' behaviours and attitudes, analysis is required during this space to look at what can do the simplest and most lasting effects for expanding enthusiastic knowledge, self-viability and students' behaviours and attitudes. Because psychological well-being could be a strong indicator of students' behaviours and perspectives. It strain that staff psychologists and counselors ought to style intervention programmes to foster psychological well-being of students and use them to reinforce students' behaviours and attitudes thereby up quality of education. Finally, it may be concluded that emotional intelligence, self-efficacy, happiness and life satisfaction predict students' behaviours and attitudes on the far side depression.

ACKNOWLEDGEMENT

The authors are thankful to Dr. Akhtar Hussain Choudhary, Professor, Department of Surgery, ZVMUMCH Pune, giving his precious suggestions to complete this review article.

CONFLICT OF INTEREST

Authors report none.

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