

# Antecedents and Predictors of Psychological Well-Being: A Review

Dr. Nimisha Beri<sup>1</sup>, Elvina Lallawmzuali<sup>2</sup>

<sup>1</sup>Professor, School of Education, Lovely Professional University,

<sup>2</sup>Research Scholar, School of Education, Lovely Professional University

Email: <sup>1</sup>nimisha.16084@lpu.co.in, <sup>1</sup>berinimi@rediffmail.com,

<sup>2</sup>elvinalallawmzuali@gmail.com

**Abstract:** *Psychological well-being is a multidimensional concept encompassing emotional health, personal functioning, and one's overall satisfaction with life. It represents an individual's capacity to manage stress, maintain positive relationships, and develop a sense of purpose, balancing various life domains such as social, academic, and spiritual. This literature review synthesizes recent research on psychological well-being, with a focus on identifying gaps and proposing avenues for improvement across diverse populations. Key findings highlight the role of adaptive coping skills in managing academic stress, with factors such as self-regulation, gender roles, and parenting styles influencing well-being outcomes. Interventions, particularly in digital formats like web-based therapies, have shown promise in enhancing mental health among college students, though further exploration of mobile-based approaches is needed. The review underscores the importance of partnerships among educational institutions, policymakers, and mental health organizations to establish preventive and therapeutic mental health programs. Future studies should prioritize long-term and cross-cultural research to deepen our understanding of interventions and develop inclusive strategies for promoting psychological well-being across various settings.*

**Keywords:** *Antecedents, Predictors, Well-Being Hedonic, Psychological.*

## 1. INTRODUCTION:

Psychological well-being refers to an individual's emotional health and overall functioning. It indicates a person's ability to live satisfactorily, have pleasant feelings, develop a sense of purpose, and cope with stress. It encompasses the person's perspective on life, including not only perceptions of physical health but also of self-esteem, self-efficacy, relationships with others, and satisfaction with life. Of particular importance is the balance in one's life across a variety of domains, including social, work or academic, and spiritual. Life is a balance of the roles we play—work, family, religious or spiritual, exercise or sport, to name the primary ones. This article aims to offer a review of the most recent studies about psychological well-being, emphasize the voids in the existing literature, and propose ways to enhance it for various populations.

## 2. REVIEW OF RELATED LITERATURE:

Davies, Morriss, and Glazebrook (2014) conducted quantitative research on university students on 'Computer-Delivered and Web-Based Interventions to Improve Depression, Anxiety, and Psychological Well-Being of University Students: A Systematic Review and Meta-Analysis'. This research presents some cautious data indicating that online and computer-delivered therapies may be useful in decreasing depression, anxiety, and psychological distress outcomes among university students.

Khodabakhsh, Kiani, and Ahmedbookani (2014) conducted quantitative research on 278 students (124 boys and 154 girls) of Boukan's high schools on 'Psychological Well-being and Parenting Styles as Predictors of Mental Health among Students: Implication for Health Promotion'. The findings demonstrated a strong positive association between psychological well-being and mental health, as well as a significant positive relationship between permissive parenting approaches and mental health. Regression research revealed that parenting practices and psychological well-being are predictors of mental health.

Park, Song, and Lee (2014) conducted qualitative research on Korean and Chinese college students in the United States on 'Social networking sites and other media use, acculturation stress, and psychological well-being among East Asian college students in the United States'. The result shows that students who utilized Facebook had lower levels of acculturative stress and greater levels of psychological well-being than other groups in the study.

Sagone and Caroli (2014) conducted quantitative research on 224 Italian adolescents (109 boys, 115 girls) on 'Relationships Between Psychological Well-Being and Resilience in Middle and Late Adolescents'. The findings indicated that late adolescents had a higher level of well-being (personal growth and purpose in life) than middle adolescents, and boys displayed a greater level of well-being (environmental mastery and self-acceptance) than girls.

Shoshani and Steinmetz (2014) conducted qualitative research on the entire educational staff and students at a large middle school in the center of Israel on 'Positive Psychology at School: A School-Based Intervention to Promote Adolescents' Mental Health and Well-Being'. The results revealed that symptoms in the control group increased, and general distress, anxiety, and depression symptoms significantly decreased among the intervention participants. These show the necessity of incorporating education for well-being within the core curriculum and highlight the advantages of evidence-based positive psychology therapies for enhancing schoolchildren's mental health.

Bush et al. (2015) conducted qualitative research on 469 undergraduate students who participated in Study 1 and 647 in Study 2 on 'Investigating Stress, Psychological Well-Being, Mental Health Functioning, and Self-Regulation Capacity Among University Undergraduate Students: Is This Population Optimally Functioning? Students' self-regulation ability strongly influenced their stress levels, psychological well-being, and mental health functioning.

Demirbatir and Erol (2015) conducted qualitative research on university music students on 'Relationships between Psychological Well-Being, Happiness, and Educational Satisfaction in a Group of University Music Students'. The results reveal that depression, stress, and anxiety have harmed happiness. Implementing health promotion and preventive programs in music departments could be an excellent starting point for reducing both physical and psychological injuries among students and performers.

Malkoç and Yalçın (2015) conducted quantitative research on 309 students who are studying at Trakya University on 'Relationships among Resilience, Social Support, Coping, and Psychological Well-Being among University Students'. The mediation study found that social

support and coping skills partially mediated the association between resilience and psychological well-being. The consequences were examined in light of the current literature, and recommendations were offered for college counselors.

Freire et al. (2016) conducted quantitative research on 1,072 university students on 'Profiles of Psychological Well-being and Coping Strategies among University Students'. The finding shows gender disparities in coping techniques were revealed, but no interaction effects on psychological well-being were discovered. These findings indicate that psychological well-being is a crucial personal resource for promoting adaptive coping methods for academic stress.

Goodmon et.al (2016) conducted qualitative research on students on 'Positive Psychology Course and Its Relationship to Well-Being, Depression, and Stress'. These findings confirm research on the advantages of positive psychology courses on well-being and extend it by demonstrating that the benefits apply to other reliable and multidimensional measures of happiness, as well as measures of depression and stress.

Jessica et al. (2016) conducted qualitative research on survey 353 (60.9% female) predominately Caucasian (88.7%) university students attending a large public university on 'Factors Associated with the Psychological Well-Being and Distress of University Students'. The finding shows that positive associations with optimism, health values, and religiosity were seen in more favorable health states (i.e., greater psychological well-being and less distress); negative associations with spirituality and the number of sexual partners were found in more adverse health states.

Räsänen et al. (2016) conducted quantitative research on university students on 'An online guided ACT intervention for enhancing the psychological wellbeing of university students: A randomized controlled clinical trial'. The findings indicate that an internet-based, coach-guided ACT program with a combination of face-to-face and online sessions could be an effective and widely acceptable alternative for improving university students' well-being.

Sagone and Caroli (2016) conducted quantitative research on 183 Italian university students aged 20-26 years and recruited from three Degree Courses at the University of Catania (East Sicily, Italy) on 'A Correlational Study on Dispositional Resilience, Psychological Well-being, and Coping Strategies in University Students'. The finding shows positive attitude positively correlates with reinterpretation and problem solution, but negatively with avoidance coping. Conversely, high levels of helplessness/alienation positively connect with avoidance.

Erfani and Abedin (2018) conducted qualitative research on SNS users on 'Impacts of the use of social network sites on users' psychological well-being: A systematic review'. Results showed that there are both positive and negative relationships between users' psychological well-being and their use of social networking sites (SNSs).

Flora et al. (2018) conducted qualitative research on Undergraduate nursing students in an Australian regional university on 'Assessing stress, protective factors and psychological well-being among undergraduate nursing students'. We discovered that our sample of undergraduate nursing students had a high perceived stress level and lower psychological well-being. Internal and external coping elements were revealed to be beneficial to psychological well-being.

Shahira et al. (2018) conducted qualitative research on 443 students of University Sultan Zainal Abidin (UniSZA) on 'Psychological Well-Being among University Students in Malaysia'. The study found that adolescents experiencing psychological distress had a higher risk of despair, stress, and anxiety. Psychological anxiety has detrimental consequences for the physical, mental, and intellectual.

Lattie et.al (2019) in their meta-analysis on 'Digital Mental Health Interventions for Depression, Anxiety, and Enhancement of Psychological Well-Being Among College Students: Systematic Review'. The findings show digital mental health interventions for depression,

anxiety, and psychological well-being have the potential to benefit college students all over the world. Most interventions have centered on Web-based technology, and further study into interventions provided via mobile phones is needed.

Liu, Ping, and Gao (2019) conducted quantitative research on Chinese full-time undergraduate students on 'Changes in Undergraduate Students' Psychological Well-Being as They Experience University Life'. The findings suggested that colleges and universities should pay special attention to psychologically unhealthy students and, in collaboration with the government, develop mental health policies for the prevention, detection, and treatment of students' psychiatric disorders, rather than focusing solely on their average levels of mental health.

Mackson et al. (2019) conducted qualitative research on 'Instagram: Friend or foe? The application's association with psychological well-being.' According to the findings, social comparison and Instagram anxiety, respectively, were predictive of melancholy and anxiety. There is evidence to suggest that Instagram is linked to mental health. Nevertheless, there are worse psychological consequences linked to Instagram users who suffer from Instagram anxiety or who participate in social comparison.

Matud, Curbelo, and Fortes (2019) conducted quantitative research on 1700 men and 1700 women Spanish ages ranging from 21 to 64 years on 'Gender and Psychological Well-Being'. The finding shows men's and women's psychological well-being is impacted by adherence to traditional gender norms. Those with a self-concept that encompasses both feminine-expressive and masculine-instrumental traits are happier.

Anwar and Rana (2023) conducted qualitative research on 77 men and 173 women undergraduate students from Pakistan Universities on 'Spiritual intelligence and psychological well-being of Pakistani University students'. The study found that spiritual intelligence is an accurate indicator of psychological well-being. Male students were also shown to have higher levels of spiritual intelligence and psychological well-being than female pupils.

Pan, Wang, and Derakhshan (2023) conducted qualitative research on a total number of 1968 Chinese ELF learners on 'Unpacking Chinese EFL Students' Academic Engagement and Psychological Well-Being: The Roles of Language Teachers' Affective Scaffolding'. The study's findings revealed that EFL teachers' affective scaffolding had a favorable impact on students' academic engagement and psychological well-being.

Powell et al. (2023) conducted qualitative research on 197 university students (35 males, 160 females, and 2 people identifying as neither male nor female or preferring not to say) on 'Passion, music, and psychological well-being'. The findings indicate that the form of passionate engagement with music plays an important role in the psychological impact of music engagement and its consequences for music listeners' well-being.

Ren, Wang, and Li (2023) conducted quantitative research on 97 college students on 'Proactive vitality management, goal attainment, and psychological well-being among college students: A weekly diary study'. According to the findings, students' weekly goal attainment was favorably correlated with weekly proactive vitality management (PVM), which improved both the well-being of the current and the following week.

Choez et al. (2024) conducted research on quantitative research on 1,522 students from master's programs in Education, Basic Education, and Early Education at Milagro State University on 'Comparative Analysis of Psychological Well-Being and Emotional Education in Graduate Students'. This study emphasizes how academic and demographic factors affect emotional abilities, highlighting the necessity of modifying approaches in both treatment and education.

Shahzad et al. (2024) conducted qualitative research on 401 Chinese university students on ‘Artificial intelligence and social media on academic performance and mental well-being: Student perceptions of positive impact in the age of smart learning’. The results of the study show that both AI and social media have a good impact on academic achievement and mental well-being among university students.

Zhang (2024) conducted quantitative research on 330 university students from the public and private sectors on ‘Association between social media use and students’ academic performance through family bonding and collective learning: The moderating role of mental well-being’. The findings indicated that social media use positively correlated with students’ academic performance, significantly associated with family bonding and collaborative learning. Also, mental well-being significantly impacted the connection between students’ collaborative learning, family bonding, and academic performance.

### **SUMMARY:**

Psychological wellness is essential to adaptive coping with academic stress, and students' self-regulation abilities strongly influence stress levels and mental health. The observance of traditional gender roles and academic and demographic factors predict psychological wellness, suggesting a need for tailored treatment and education approaches. Permissive parenting, teachers' affective support, and music engagement contribute positively to mental health. Digital mental health interventions, particularly web-based technologies, have shown promise in addressing depression, anxiety, and psychological well-being among college students. While online and computer-delivered therapies are effective in reducing psychological distress, more research is needed on mobile-based interventions. Collaboration between colleges, universities, and governments is essential for developing mental health policies for the prevention, detection, and treatment of psychiatric disorders. Programs such as internet-based, coach-guided ACT (Acceptance and Commitment Therapy) that mix online and in-person sessions can be good options instead of regular therapies.

### **3. CONCLUSION:**

In conclusion, psychological well-being is an important part of a person's overall health. It affects different areas of life, such as relationships, school performance, and job success. Research shows that factors like self-acceptance, independence, and control over one’s environment play key roles in well-being. However, we still need more long-term studies to understand how different interventions can improve psychological well-being over time. Future research should also examine diverse groups to find out what cultural factors influence well-being. By understanding psychological well-being better, society can create effective ways to promote mental health and improve the quality of life for individuals in various settings.

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