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Artículos científicos

**Bienestar psicológico y rendimiento académico en estudiantes
universitarios del sur del Estado de México**

*Psychological well-being and academic performance in university students
from the southern part of the State of Mexico*

*Bem-estar psicológico e desempenho acadêmico em estudantes
universitários do sul do Estado do México*

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Resumen

El bienestar psicológico, es la valoración que una persona hace sobre su vida en ámbitos académico, laboral, familiar o afectiva, que hace referencia a la intensidad de las emociones positivas y negativas. El objetivo fue correlacionar el bienestar psicológico y el rendimiento académico en estudiantes de nuevo ingreso de las licenciaturas en Administración y Psicología. Se usó un diseño no experimental, descriptivo, transicional y correlacional. Los participantes fueron 181 estudiantes. El instrumento utilizado fue bienestar psicológico de Ryff, en sus seis dimensiones: autoaceptación, relaciones positivas con los demás, autonomía, dominio del entorno, sentido de la vida y crecimiento personal. Para realizar los cálculos la información se procesó con el software estadístico para las ciencias sociales. Los resultados promedio del bienestar psicológico muestran nivel bajo en 34,2%, y existe una relación significativa entre autoaceptación, relaciones positivas con los demás, autonomía, dominio del entorno y el rendimiento académico ($P \leq 0,05$). Entre tres y cuatro estudiantes de cada 10 tienen nivel bajo de bienestar; no presentan relación significativa entre crecimiento personal, propósito para la vida y rendimiento académico; en general, existe relación significativa entre el bienestar psicológico y rendimiento académico, lo que indica que, a mayor bienestar psicológico del estudiante mejor rendimiento académico obtuvo.

Palabras clave: bienestar psicológico, rendimiento académico, estudiantes, admisión en la universidad.

Abstract

Psychological well-being is the assessment that a person makes about their life in academic, work, family or affective environments, which refers to the intensity of positive and negative emotions. The objective was to correlate psychological well-being and academic performance in new students of the bachelor's degrees in Administration and Psychology. A non-experimental, descriptive, transitional and correlational design was used. The participants were 181 students. The instrument used was Ryff's psychological well-being, in its six dimensions: self-acceptance, positive relationships with others, autonomy, mastery of the environment, meaning of life and personal growth. To perform the calculations, the information was processed with statistical software for the social sciences. The average results of psychological well-being show a low level of 34.2%, and there is a significant relationship between self-acceptance, positive relationships with others, autonomy, mastery

of the environment and academic performance ($P \leq 0.05$). Between three and four students out of 10 have a low level of well-being; they do not present a significant relationship between personal growth, purpose for life and academic performance; In general, there is a significant relationship between psychological well-being and academic performance, which indicates that the greater the psychological well-being of the student, the better academic performance he obtained.

Key words: psychological well-being, academic performance, students, university access.

Resumo

O bem-estar psicológico é a avaliação que uma pessoa faz sobre sua vida acadêmica, profissional, familiar ou emocional, que se refere à intensidade das emoções positivas e negativas. O objetivo foi correlacionar o bem-estar psicológico e o desempenho acadêmico em alunos ingressantes dos cursos de Administração e Psicologia. Foi utilizado um desenho não experimental, descritivo, transicional e correlacional. Os participantes foram 181 alunos. O instrumento utilizado foi o bem-estar psicológico de Ryff, nas suas seis dimensões: autoaceitação, relações positivas com os outros, autonomia, domínio do ambiente, sentido da vida e crescimento pessoal. Para a realização dos cálculos, as informações foram processadas com software estatístico de ciências sociais para cálculo das estatísticas. Os resultados médios de bem-estar psicológico apresentam um nível baixo de 34,2%, existindo uma relação significativa entre autoaceitação, relações positivas com os outros, autonomia, domínio do ambiente e desempenho acadêmico ($P \leq 0,05$). Entre três e quatro estudantes em cada 10 apresentam um baixo nível de bem-estar; Não apresentam relação significativa entre crescimento pessoal, propósito de vida e desempenho acadêmico; De modo geral, existe uma relação significativa entre o bem-estar psicológico e o desempenho acadêmico, o que indica que quanto maior o bem-estar psicológico do aluno, melhor será o seu desempenho acadêmico.

Palavras-chave: bem-estar psicológico, desempenho acadêmico, estudantes, ingresso na universidade.

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Introduction

Currently, there is interest in studying or investigating psychological well-being from different areas of knowledge, specifically from psychology. Thus, psychological health can be studied from mental health in all areas of life to achieve well-being, which refers to a positive way of thinking, acting, expressing emotions and enjoying life; unlike traditional approaches in psychology that focused on pathology, ignoring the impact of mental health, personal health and happiness (Araujo & Savignon, 2018; Ryff & Keyes, 1995).

Psychological well-being is a concept that has been studied in the field of psychology, and is often confused with concepts such as quality of life or mental health; however, research in recent years allows an explanation, which suggests that it is the assessment that a person makes about his or her life in some areas, such as: work, student, family or social, which refers to the frequency and intensity of positive and negative emotions. In 1998, on Seligman's initiative, a new sub-science called positive psychology was born, whose objective is to study happiness; this conception is not new in the field of psychology, since happiness and especially the positive effects of human activities, are already the subject of research by scholars in the area (Castillo, 2018; Ryff, 1989).

The innovation offered by positive psychology is related to scientific research. Therefore, it defines and uses new concepts associated with the issue of happiness. Given, that happiness acquires different scopes, scholars have developed words such as psychological well-being and subjective well-being to describe more clearly and unanimously the different meanings, they also do so in an operational or measurable way, it refers to functions and domains (Ryff, 1995). And it is subject to genetic and environmental factors that affect emotional well-being, which is essential for achieving the goals, competencies and expectations of all individuals (Etienne, 2018).

Ryff (1989) mentions that there are different models of psychological well-being; the best known is Jahoda's (1958) assessment. Also, Ryan and Deci (2001) emphasise that there is no consensus on what activities should be considered as psychological well-being. Since ancient times, people have been interested in the topic of well-being, but only 20 years ago it became a scientific interest in psychology. Psychological well-being is part of health, and its importance is manifested in the dimensions that shape the person, both in their social relationships, cognitions and emotions, physical health and spirituality; as well as in exploring their potentialities in living, working and recreation (World Health Organization [WHO], 2024a).



Authors' contributions to psychological well-being are diverse, as there is no definitive definition of this concept, as the topic was addressed from different perspectives, although special attention was paid to Ryff's (1989) approach, as it is considered as a unified whole due to its multidimensionality.

It is important to emphasise that when a person is psychologically well, he/she develops more of his/her potential, which is reflected in his/her social, work and life relationships (World Health Organisation, 1987 and 2024a; Álvarez, 2001; González, 2002). Therefore, the study of psychological wellbeing is crucial in human health, which has actions that are included in the concept of health of the World Health Organisation (2024b); as a complete state of physical, mental and social wellbeing, and not only affections or illnesses; this is manifested as a behaviour that contributes to the maintenance of health, both in its physical and mental manifestations (García-Viniegras and González, 2000). From another point of view, psychological well-being is achieved through a multidimensional model focused on the self-fulfilment and functioning of the whole person (Morales-Rodríguez *et al.*, 2020).

Psychological well-being unfolds throughout the life cycle and is conceived as an end of the process that represents the development of the true potential of each individual in his or her striving for perfection (Ryff, 1995). Furthermore, Freire *et al.*, (2017) and Suriá and Ortigosa (2018) point out that the personal development of individuals and the commitment they fulfil in overcoming various obstacles in life, is a positive effort to develop their own potential.

Research on psychological well-being is part of the eudaimonic aspect of happiness, which aims to renew human potential. Thus, psychological well-being is closely related to self-fulfilment, which is linked to the development of a person's increased goal-directed activity (Muratori *et al.*, 2015; Ryff, 1989). From this same perspective, psychological well-being is approached in terms of the level at which a person is functioning holistically (Meléndez *et al.*, 2018).

Well-being is a topic of interest in various areas of psychology and is associated with personal and contextual variables, as well as well-being, quality of life and mental health. Most of the influence on the definition of the concept comes from developmental and life-cycle models, but also from motivational models and positive psychology, as evidenced by theoretical constructs using the concept of happiness. By their nature, especially those related to religion, ethics or politics (Barra, 2010; Flores *et al.*, 2018).

Diener (1994) agrees with this, arguing that the equivalence of the concepts of well-being and happiness is confusing because it is difficult to define them and to deploy measurement methods. The author considers, hedonistic and eudemonic perspectives and the ramification of the concept of subjective happiness, meaning contentment with existence, the presence of moments of true mood and the absence of moments of detrimental mood, and the order in which happiness is defined. This includes personal goals with values unique to each culture. On the other hand, the eudemonic perspective distinguishes between happiness and well-being by defining the true fulfilment of the individual, and independently of the joy that such achievement evokes (Rossi *et al.*, 2019).

Ryff (1989) identified six factors of true mood work, later Ryff and Keyes (1995) distinguished between mental well-being and subjective well-being, arguing that contentment with existence could be a guide to mental well-being. The multidimensional test contains items related to human progress such as self-acceptance, positive relationships with others, autonomy, environmental mastery, life purpose and personal growth. In this test, psychological well-being is conceptualised as a goal in a perfection-oriented developmental process that unfolds over the life span and reflects the true potential of each person (Saldaña-Orozco *et al.*, 2020).

A study by Öosterwegel and Oppenheimer (2002) confirms the factors identified by Ryff. Similarly, other scholars in Latin American countries have developed instruments based on Ryff's factors for adolescents and older people (Castro, 2002 and Vázquez-Colunga *et al.*, 2017).

García-Viniegras and González (2000) consider that psychological well-being and subjective well-being are synonymous, and agree with Ryff (1995) on the relevance of the correlation between individual hopes and achievements, they argue that they achieve important goals or objectives, that is, what makes people feel competent.

Trying to define and sustain what constitutes well-being leads to a complex and unclear field, because there is no conceptual boundary to clarify and sustain the concept, and attempts to answer the oldest question of humankind: ¿what makes people happy, what makes them feel satisfied with their lives? In spite of being a scientific search for human existence, it originates many contradictions in personal and collective history, the subject of well-being has not been sufficiently addressed, and when it was intended to control and analyse the variables that affect it, the central variable, the true decision of the subject, was lost: the person (Castillo, 2018; Castro, 2002; Cuadra and Florenzano, 2003).

The initial stage of this knowledge concentrated on the relationship between happiness and variables such as age, gender, income and life status. Research now focuses on perceiving the knowledge of happiness: what its customs are like and what social situations provide or hinder its realisation. When talking about happiness, it is sometimes assumed that being healthy is limited to having all of one's basic requirements covered (Castro, 2010; Castro, 2002; García-Viniegras and González, 2000).

Well-being can be known as a sign close to people's state of mind, the discovery of transcendence as a purely human source of happiness. Csikszentmihalyi (1998) argues that in the mental or psychological alternative, happiness can be understood as a state of mind that people can cognitively control: happiness could focus on human consciousness using their experiences (Tapia, 2012).

Psychological well-being is not only a happy life, but also learning from the processes of mixing sweet and bitter taste; a life that does not avoid pain, but overcomes it and builds it by transforming the pain of existence into something ideal and worth living (Cuadra and Florenzano, 2003; Seligman, 2011).

Díaz and Sánchez (2002) propose to study two traditions: well-being related to the concept of happiness (hedonic) and human development (eudaimonic) (Ryff, 2013). Fundamentally, the hedonic mode understands well-being as a life attribute itinerary, based on the dependence between the typologies of the context and the well-being perceived by people (Diener, 1994; Mingote, 2013). From this perspective, scientists consider, for example, the immediate experience of the victim who has suffered violence in accordance with her current environment. Happiness is a view of how a person interprets their current situation and what they think and feel about themselves. In this tradition, well-being also defined life satisfaction, i.e. a person's overall appraisal of his or her life (Diener, 1994; Ryff, 2013). This view is long-term, because satisfaction is an appraisal, a measure of a person's life, and would include, for example, the entire existence of a victim of violence before, during and after a traumatic experience. From this point of view, well-being is defined as the overall balance of positive and negative effects caused by the direct experience that has marked one's life. In this case, the main themes of the subject's life and the feelings provoked by these situations are considered (Castro, 2010).

The tradition of eudaimonia or self-actualisation received a great boost with Abraham Maslow's motivational theory or Rogers' full functioning (Barra, 2010); both support psychological well-being, emphasising the development of skills and personal growth as indicators of positive functioning (Ryff, 2014).

Thus, from the point of view of psychology, according to Díaz et al. (2006), the concept of well-being is approached in two extensions, subjective happiness and psychological happiness, and is related to two traditions: the pleasurable and the fulfilment of the individual (Mingote, 2013).

Blanco and Díaz (2005), point out the possibility of being happy even in a vacuum and without reference material, because it cannot be separated from reality and much less forget the social context in which it is inserted. In this way, not only the specific experience of the subject who suffers is considered, the feelings that the situations or attempts to overcome them provoke, but also what is related to their social nucleus and how they interact with others, whether with their relatives or with the community where they live or work (Pablo Díaz *et al.*, 2015).

The concept of well-being is so open and polysemous that it is not particularly suitable for scientific research. Therefore, it is recommended to use more precise and less controversial equivalents such as psychological well-being or subjective well-being when analysing certain components such as mood, emotion and satisfaction ratings. In science, it was in the mid-20th century when interest in scientific research on well-being began (Seligman, 2011).

Several events coincided at this historical moment (Vázquez and Hervás, 2009). First, after the catastrophe of the Second World War, some countries decidedly proposed to create policies that would promote the well-being of their citizens. In this context, a movement appeared that radiated from the Nordic countries to the south, the so-called welfare state. From then until now, the fundamental concern of the state has been to ensure the greatest possible welfare of its citizens. Secondly, medical advances since the middle of the last century have reduced the death rate of the population and increased life expectancy. Since the 1980s, the specific aim of medicine has been not only to reduce disease, but also to improve the life efficiency of patients and the public. Finally, the interest in studying well-being is also growing from the field of sociology; and the development in this field has increased since the 1970s. All this has led to the development of research on well-being in the field of science (Mingote, 2013; Seligman, 2014; Vázquez and Hervás, 2009).

Research on well-being in psychology is overdue. Psychology has dealt with topics such as creativity, cooperation, intelligence and many other concepts. However, until recently, there have been no real attempts to engage in research on well-being and its determinants (Csikssentmihallyi, 1998; Seligman and Csikssentmihallyi, 2000).

Scientific research on well-being and interest in the concept is attributable to positive psychology, an expression advocated by Seligman as New Perspectives for Future Psychology in the inaugural address of the president of the APA (American Psychological Association, 1998). He developed a programme goal for future psychology and proposed the term positive psychology to name this idea (Seligman and Csikssentmihallyi, 2000).

The theoretical and scientific progress that dominated psychology throughout the ages focused on negative emotions and human weakness in general, resulting in a pathogenic-oriented discipline that contributed to the identification of psychology as psychopathology or psychotherapy (Seligman, 2019; Vázquez, 2009).

As a consequence of this pathological orientation, effective and efficient intervention techniques and strategies for psychic complications of people have flourished. This pathological affectation was influenced by World War II, a time when psychology was strengthened as a discipline to alleviate and remedy impairments (Seligman, 2011).

Prior to the belligerence, the purpose of psychology was not simply to treat mental disturbances, its activity was to make the existence of subjects more fruitful and pleasant, it recognized and developed the talents and knowledge of individuals. After the belligerence, other situations made these latter purposes take a back seat, focusing only on the treatment of mental disorders and the alleviation of human bitterness (Seligman, 2011 and Seligman and Csikssentmihallyi, 2000).

In the last decade of existence, psychological research has shown a guideline to address positive and preventive changes instead of harmful ailments traditionally studied (Castro, 2010; Simonton and Baumeister, 2005; Vera and Guerrero, 2003).

Psychological research in recent years has focused on finding the positive aspects of the student in the process of information assimilation, and eliminating the known negative and pathological aspects of this process (Seligman, 2019; Simonton and Baumeister, 2005; Vera-Villarroel and Guerrero, 2003).

Because of the above, the conception of positive psychology emerged, which is the field of study of the qualities, attitudes, aptitudes and positive advantages of a person (Seligman, 1999). The challenge of psychology in the future will be to work on the positive

aspects of human experience, to devise and strengthen the mechanisms that ensure individual and social progress in the quality of life (Seligman, 2019).

Higher education institutions should promote the well-being of university students, faculty, staff, support staff, and administrators in order to foster pleasant environments and, therefore, impact academic performance (Brigham *et al.*, 2018).

Faculty should formalize and continuously apply a variety of emotional techniques when working with students, including professional development, in order to foster psychological well-being (Chang & Davis, 2009; Pereyra, 2012).

Co-teaching between dads and educators has been shown to be effective in promoting social skills in young people (Seligman, 2011; Webster; Stratton *et al.*, 2001).

UNESCO in its health and wellness education strategy aims to ensure the promotion of better health and wellness for all young learners. The World Health Organization, emphasizes the relevance of involving institutions dedicated to care with the current and future physical and mental well-being of young people, all with an emphasis on mental health (Flores, 2013; World Health Organization, 2004a).

However, the mission of higher education institutions is to influence health and its purpose is to optimize their academic and social performance of those who participate. It is transcendent to initiate the introduction of a healthy lifestyle in the university community (Barrantes and Ureña, 2015; Tsouros *et al.*, 1998).

To be considered a quality higher education institution, there are several factors to consider, including attending classes on time, completing assignments, attending work meetings or seminars, and passing tests or exams. The permanence of college students is investigated by their professors and pressured by the groups to which they belong (Rosa *et al.*, 2015; Vázquez *et al.*, 2009).

Likewise, leaving home and leaving their native place to build their future, college students may lose emotional balance, which affects their personal happiness and mood. It is transcendent, to consider that this group includes young people in the process of training, who have to face difficult contexts and manifest themselves positively to the demands (Esteban *et al.*, 2017; Seligman, 2019).

Self-esteem, emotional intelligence, family dynamics and mental health seem to be the aspects of academic adaptation and resilience of college students (Alvarez, 2007; Esteban *et al.*, 2017).

The objective of this study was to correlate the psychological well-being and academic performance of incoming students of the bachelor's degrees in Administration and Psychology of the Tejupilco Professional Academic Unit of the Autonomous University of the State of Mexico, during the 2022B cycle.

Materials and methods

This is a quantitative, non-experimental, descriptive, correlational and cross-sectional study (Hernández & Mendoza, 2018).

The following hypotheses were proposed as hypotheses:

Ho: There is no significant correlation ($P \leq 0.05$) between the dimensions of psychological well-being and the academic performance of incoming students of the bachelor's degrees in Administration and Psychology, Campus Tejupilco, Mexico, during the 2022B cycle.

Ha: If there is a significant correlation ($P \leq 0.05$) between the dimensions of psychological well-being and the academic performance of incoming students of the bachelor's degrees in Administration and Psychology, Campus Tejupilco, Mexico, during the 2022B cycle.

The population consisted of 181 incoming students of the bachelor's degrees in Administration and Psychology, Campus Tejupilco, Mexico, during the 2022B cycle, with ages between 17 and 19 years of both sexes, from rural communities, municipal capitals and cities with a low-middle socioeconomic level. It is worth mentioning that the director of the Tejupilco Professional Academic Unit wishes to know the totality of the students' results, hence the importance of not having calculated the sample size.

The Ryff scale (1989) adapted to the Spanish population by Díaz et al. (2006), composed of 39 Likert-type items (1=totally disagree, 2=disagree, 3=almost disagree, 4=almost agree, 5=agree and 6=totally agree), which evaluated in a single application self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose in life and personal growth, was used to describe the degree of psychological well-being; the scale shows a Cronbach's alpha of 0.86.

To determine the level of psychological well-being, first the data base was made by student, dimension and item using the statistical software for social sciences (SPSS) ver 22, then the items were converted to the inverse of the components of: self-acceptance=1, 7, 13,

19, 25 and 31, positive relationships with others=2, 8, 14, 20, 26 and 32, autonomy=3, 4, 9, 10, 15, 21, 27 and 33, mastery of the environment=5, 11, 16, 22, 28 and 39, purpose in life=6, 12, 17, 18, 23 and 24 and personal growth=24, 30, 34, 35, 36, 37 and 38; when their answer was 1, they were assigned 6, 2=5, 3=4, 4=3, 5=2 and 6=1; then statistics of minimum, maximum and percentiles (low, medium, high) were computed, from which frequencies and percentages were calculated to determine the level or degree of well-being by dimension of the students.

Next, the academic trajectories of the new students of the bachelor's degrees in Administration and Psychology period 2022B were requested from the department of school control of the Tejupilco Professional Academic Unit, and the academic performance was entered in the database prepared by student, with this information the descriptive statistics and Pearson's correlation by dimension of psychological well-being were processed, using the SPSS Software version 22.

First, authorization was requested to the coordinator of the Tejupilco Professional Academic Unit to carry out this research, once this was achieved, date and time of application of the mentioned scale were indicated; later, the work team was presented to the groups, and permission was requested to their teacher to apply the scale; then, the objective of the research project was explained to both the teacher and the students, and the students were asked for their authorization through an informed permission form; fortunately, 100% of the students accepted to answer the scale.

Results

After organizing and processing the data, the following results were obtained:

In the dimension of self-acceptance, 31.2% had low level, 50.4% moderate level and 18.4% high level of the newly admitted student population of the bachelor's degrees in administration and psychology (table 1).

For the dimension of positive relationships with others, students presented 32.1% low level, followed by 54.7% moderate level and finally 13.2% high level (table 1).

Regarding the dimension of autonomy, 30.3% presented low level, 53.9% moderate level and 15.8% high level of the incoming students (table 1).

Regarding the dimension of mastery of the environment, 30.2% of new students presented a low level, followed by 63.1% a moderate level and finally 6.7% a high level (table 1).



For the purpose in life dimension, 41.4% of the students presented a low level, 48.1% a moderate level and 10.5% a high level (table 1).

For the personal growth dimension, values of 40.0%, 47.8% and 12.2% showed low, moderate and high levels, respectively (table 1).

Coeficiente de correlación

There is a significant linear relationship ($P \leq 0.5$) between self-acceptance, positive relationships with others, autonomy, mastery of the environment and academic performance (table 2).

There is no significant linear relationship ($P \leq 0.05$) between personal growth, purpose for life and academic performance (table 2).

Student well-being is associated with academic performance in a general way ($P \leq 0.05$), this means that the higher the level of student well-being the higher the academic performance obtained by the students (table 2).

Table 1. Percentage of level by dimension of psychological well-being in incoming students of the bachelor's degrees in Management and Psychology

Dimension/Level	Percentage		
	Low	moderate	high
Self-acceptance	31,2	50,4	18,4
Positive relationships with others	32,1	54,7	13,2
Autonomy	30,3	53,9	15,8
Mastery of the environment	30,2	63,1	6,7
Personal growth	40,0	47,8	12,2
Purpose in life	41,4	48,1	10,5

Source: Own elaboration

Table 2. Correlations between factors of student well-being and school performance

Dimensions of Psychological well-being	r	P
Self-acceptance	0.36*	0.020
Positive relationships with others	0.34*	0.033
Autonomy	0.29*	0.015
Mastery of the environment	0.31*	0.022
Personal growth	0.11ns	0.127
Life purpose	0.13ns	0.143
Psychological well-being	0.32*	0.043

*= effect significant at one ($P \leq 0.05$) ns = effect not significant at one ($P \leq 0.05$)

Source: Own elaboration

Discusión

The results of this study support the relationship between psychological well-being and academic performance in incoming undergraduate students of Management and Psychology. Psychological well-being is the experience of a subject who evaluates the benefits he/she sometimes achieves in his/her life against the desires and goals set. This experience is determined by affective states, which are expressed as the attribution of positive emotional states.

The findings of this study may be influenced by the family, their context of coexistence, economic level, friends, neighbors, teachers, administrative staff, society in general and of course their academic performance; as well as, the emotional state presented by the new students, being part of a public university in Mexico, with 195 years of history and social prestige both nationally and internationally.

The results of this research are similar in the dimensions of self-acceptance, positive relationships with others, autonomy and mastery of the environment, since they present a significant correlation ($P \leq 0.05$), with those reported by Cruz *et al.* (2020) in their study on the psychological well-being of students at the University of Havana; Carranza *et al.* (2017) in their publication psychological well-being and academic performance in undergraduate students in Psychology; as well as García (2013) in his research psychological well-being, age and gender in Spanish university students; and the results reported by Matalinares *et al.*, (2016) in their article coping with stress and psychological well-being among university students in Lima and Huancayo; but lower in this research, in the dimensions of personal

growth and purpose in life, since a non-significant correlation ($P \leq 0.05$) with academic performance was obtained.

The information gathered in each study confirms that when the psychological well-being of students is high, it has a positive impact on their academic performance. The above, is important for the positive assessments that each student makes about his or her life, because it creates a productive environment in which he or she develops his or her academic, social and extracurricular activities favorably.

Carranza *et al.* (2017), agree in mentioning that when students make a positive evaluation of their life, it can favor or affect their academic performance and the goals or objectives they set for themselves.

Saura (1995) also agrees, pointing out that students who evaluate themselves positively show social connection, are more persistent and stable in the achievement of objectives, are more competitive and motivated, and less anxious in difficult situations.

The self-acceptance dimension is the student's opinion of feeling good about himself/herself, and this predicts adequate academic performance. In this context, Casullo (2002) points out that evaluating and accepting limitations and mistakes generates satisfaction with personal characteristics, which favors the student when he/she has to test his/her abilities in academic tasks. High levels of self-acceptance predict better academic performance, so that students who accept themselves as they are, benefit by obtaining better academic performance in their education (Arancibia *et al.*, 1990).

Likewise, Veliz-Burgos and Apodaca (2012) point out that older college students tend to perceive their individual abilities more positively, which, in turn, contributes to their academic success.

The dimension of positive relationships with others indicates that the student is growing socially and their role in group work shows consistent learning outcomes. In this reflection, positive relationships and companionship reduce stress and increase psychological well-being, which encourages students to do academic teamwork and meet new friends.

Therefore, positive relationships are associated with social skills that contribute to academic success.

The above, coincides with Acosta *et al.* (2015) when they allude that this type of relationships and connections promote the integral formation of students. It is clear that in the absence of positive social relationships, social relationship problems may appear in team activities, affecting their academic performance (Mondejar *et al.*, 2007).

The dimension of autonomy reveals that the student is himself, when he is the starting point to achieve his goals, which is reflected in his academic performance during his university studies. Certainly, students with self-confidence predict adequate academic performance, problem solving ability and communication skills. Studies by (PISA, 2011, as cited in Bois, 2013) report a direct correlation between the level of autonomy and academic performance, indicating the importance of autonomy in academic influence.

Regarding the dimension of mastery of the environment, it is the ability to create environments that adapt to both the student's capabilities and personal needs. Alegre (2014) mentions that, if a student has the necessary tools and methods to study and learn, it has a positive effect on their academic performance. Undoubtedly, students acquire, understand and develop during their academic training social skills that allow them to work well with themselves and with other students in their development environment (Gallego, 2000).

The personal growth dimension forms the goals that are set toward a positive fulcrum in academic development. A balanced student is one who develops on a personal level and can integrate his or her skills towards the final goal through a prescribed sequence (Perinat, 2003). When growing academically, the student acquires the ability to solve problems in complex learning situations in his personal and social reality and create a complete structure (Colmenares and Delgado, 2008).

The purpose in life dimension expresses the goals that the student sets for himself and should strive to achieve them. In summary, it can be affirmed that for the achievement of goals, the student's life project is fundamental to ensure the learning results at the end of the semester, school cycle or academic training.

The above is confirmed in this study for the dimensions of personal growth and purpose in life, since 40% of the incoming students of both degrees have low psychological well-being, which explains that four out of ten students have a low level, which means that students are adapting to a new educational environment and in some cases it is stressful, these results may be affected by their origin, since 45% of the students come from rural communities with many areas of opportunity for improvement; This agrees with Colmenares and Delgado, when they point out that students are adapting little by little to this new university context and grow academically in their academic performance as they advance in their university studies.

This is confirmed by Dwyer and Cummings (2001) when they point out that university students are subjected to numerous stressful situations on a daily basis, as well as

difficulties that they must face effectively and achieve academic success, which leads them to reduce discomfort and develop positive attitudes towards learning. Likewise, González *et al.* (2012) mention that students can significantly improve their academic performance, and that stressful situations in school environments can threaten perseverance and opportunities for self-development of their personal goals. But that these are gradually overcome as they advance in their academic training, encompassing the goal and meaning in their lives.

It should be noted that in general there is a significant correlation ($P \leq 0.05$) between psychological well-being and academic performance, this means that new students present on average in their six dimensions a psychological well-being with moderate to high levels of 65.8%, which positively impacts their academic performance, as shown by the results.

This is confirmed by Brigham *et al.*, 2018; Carranza *et al.*, 2017; Matalinares *et al.*, 2016; Acosta *et al.*, 2015; García-Alandete, 2014; Bois, 2013; Veliz-Burgos & Apodaca, 2012; Colmenares & Delgado, 2008; Casullo, 2002; Arancibia *et al.*, 1990, among others; pointing out that when there is a moderate to high level of psychological well-being in students of any semester of Bachelor's Degree, it directly impacts their grades, performance or academic success.

In the educational context, university students set what they want to achieve in life, this is important for the result.

Conclusions

Based on the information collected and automated in situ, the following conclusions are drawn:

A little more than a third of the first-year student population of the bachelor's degrees in Administration and Psychology have a low psychological well-being on average.

It is necessary to improve the findings of this behavior through workshop courses, especially in the dimensions of purpose in life and personal growth, since they present a low level in a ratio of four out of 10 students.

Significant correlations ($P \leq 0.05$) were found between psychological well-being and academic performance in self-acceptance, positive relationships with others, autonomy and mastery of the environment, which indicates that the alternating hypothesis is partially accepted.

A non-significant correlation ($P \leq 0.05$) was achieved between psychological well-being in the dimensions of personal growth, purpose for life and academic performance. Finally, there is a significant correlation ($P \leq 0.05$) between psychological well-being and the

academic performance of new students of the bachelor's degrees in Administration and Psychology, which indicates that the greater the psychological well-being, the better the academic performance.

It is necessary to disseminate the results with the teachers who teach them so that they can implement academic and emotional strategies that improve their performance in the classroom, and, therefore, in their academic performance and indicators such as failure, lag and academic dropout.

Future lines of research

It is recommended to deepen research on psychological well-being and various variables that impact academic performance, including the social and economic status (rural and urban) of students, type of high school (technical, general, agricultural, university), public or private high schools, type of family (functional or dysfunctional), parents' school level.

These studies can be complemented with longitudinal research where the progress of psychological and academic well-being is evaluated, once strategies and techniques for continuous improvement have been implemented during their academic training.

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