

Wellness Based Group for Enhancing Psychological Well-being for College Students

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Abstract—Many academic activities in colleges can be effect to difficulties for student's life. It impacted for physical and psychological conditions that associated with psychological well-being students. The purpose of this study is to examine wellness-based group to improve psychological well-being among the student's college. Instrument was adapted from Ryff and Singer with five possible answers. This study based quantitative approach with quasi experiment non-equivalent pretest design - posttest control group design. The population is students of Local Language Education in X University with 14 students with purposive sampling. Results show wellness-based group had a significant influence to improving psychological well-being students. The highest dimensional reach on positive relationship with others and the lowest dimension is autonomy. The recommendations are addressed to counselors of X University in order to implement wellness-based group adjusting with the characteristics own students.

Keywords—*psychological well-being; wellness based groupss*

I. INTRODUCTION

First-year students begin with the complex transition from adolescence to adulthood with different activities than before. Blimling & Miltenberger said when entering college, adjustments to campus life are one of the main transitions for students because they will face a college environment that was not known before [1]. Adjustment process with campus life can creates difficulties and affects to physical and psychological conditions and students who failed to achieve satisfaction in adjustment in college life will find many difficulties.

Difficulties can effect to dissatisfaction with curriculum, worried about psychological health, had a trouble from psychological relationships, difficulties in adapting to the campus environment, difficulties in establishing social relations, worried about dating and marriage relationships, career orientation and future jobs, difficulty dividing time because of working while studying, financial condition, lack of sleep quality, problems with family, and differences in ethnic background, and culture [2-9].

Many problems can effect to anxiety and stress, then impact to psychological students and effect to student's concentration, mood, and academic achievement [10]. In the end, so many problems experienced by first year students can be effect to academic performance, learning motivation, stress, even

depression in the college life that impact to student life satisfaction and happiness [11].

Regardless of the many tasks and demands, college goals are not merely to gain good academic value, good friendship, environment and new experiences, but also to gain happiness [12]. Students happiness might be an important part for their psychological well-being. Many crucial issues talked about the importance of mental health and positive psychology that emphasizing about life is not only to solved the problems, but also to try to identify what makes life valuable and what makes people happy in their own life.

Various researches revealed that college goals are not only to get good academic score, good friendship, new environment and experience, but also finding the happiness [12]. Happiness perceived by the students can be an important part of looking at their psychological well-being status. That's why, Bowman explained that transition period in college students needed necessary things like psychological well-being [13].

II. THEORETICAL REVIEW

Psychological well-being associated with self-actualization in Maslow's theory or the theory of self-selfization in Jung [14]. Theoretically and operationally, psychological well-being is associated with mental health and positive things [15]. Psychological well-being deals with matters relating to mental health and positive things that can affect the physiological system related with immunological function and things that can support health [16].

Psychological well-being (PWB) is healthy psychological condition of individuals and striving for perfection that represents the realization of one's true potential. PWB is not only the condition of a person that is free from stress or mental problems, but more than that, it is the condition of a person who has the ability to accept oneself or the life in the past (self-acceptance), development or personal growth, the belief that the life is meaningful and has a purpose (purpose in life), has a positive relationship with others, the capacity to manage the life and environment effectively (environmental mastery), and the ability to determine own action (autonomy) [14]. Ryff believes that one's success in achieving positive psychological functioning can be enhancing happiness and psychological well-being.

Wellness and well-being are terms found in a broad range of literature such as social science that encompass mental, physical and emotional health as well as broader more esoteric aspects of life satisfaction such as happiness [17]. Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness matters because everything we do and every emotion we feel relates to our well-being. In turn, our well-being directly affects our actions and emotions. It's an ongoing circle. Therefore, it is important for everyone to achieve optimal wellness in order to subdue stress, reduce the risk of illness and ensure positive interactions.

Wellness is defined as "the process of finding a maximum of positive human functions involving the body, mind and spirit" [18]. Ideally, the concept of wellness is an optimum healthy state and well-being achieved by individuals [19]. Wellness refers to the criteria of a healthy individual who is not only seen from a perfect physique, but also aware in mental health, and well-being. Therefore, this concept emphasizes improving psychological well-being of individuals [20]. It was concluded that wellness is an effort to help individuals optimize their potential

The main purpose of wellness is to promote the overall wellness and well-being. Wellness counselors must be striving to prevent disease, minimize disease, improve overall quality of life, and increase client longevity. A wellness counselor focuses on challenging clients to continue to achieve the highest level of multisystem health. Implementation of activities can also work with counselors to improve the quality of life of clients better through sports and health activities [21].

Wellness based group in this study has taken from Granello consisting of several activities including; recitation, storytelling, writing, photography, and movement [21]. Then, we practiced seven stages in wellness: 1) primordial, 2) pre-contemplation, 3) contemplation, 4) preparation, 5) action, 6) maintenance, and 7) lapse [22].

III. METHODOLOGY

The purpose of this study is to examine wellness-based group to improve psychological well-being. In relation to the previous findings, we hypothesized that wellness-based group effective for increasing psychological well-being among college students.

This study based quantitative approach with quasi experiment non-equivalent pretest design-posttest control group design. The study was conducted by comparing the two groups, as a treatment group (experiment) and another group for controlled (control) as comparison. The reason given for the post-test for both groups is to determine the effect of the treatment given on the improvement of psychological well-being.

A. Participants

The study population was students of X University were taking their first year of study amount 78 populations. Amount 35 of them are male and 46 females. Then sample chosen by purposive method that indicated as moderate and low

psychological well-being. Sample selected are 7 people in experiment group and 7 in control group.

B. Measures

Measure using psychological well-being is a self-report inventory consisting of self-acceptance, personal growth, purpose in life, positive relationship with others, environmental mastery, and autonomy by adjusted to the needs of the research [23]. Inventory consists of favorable and unfavorable items and has been tested for validity and reliability.

C. Data Analyses

To find out the general description of psychological well-being students, data were analyzed related to the profile of psychological well-being to determine high, low and medium categorization using empirical statistics. Data analysis techniques using percentages were conducted to determine the number of research samples in a particular category of psychological well-being. The results of this study were analyzed using the Mann Whitney (U-Test) test. This test using two independent sample tests. The technique for testing hypotheses in this study used non-parametric statistical tests because the data in this study are ordinal scale. Data analyzed using statistical software, Statistical Product and Service Solution (SPSS) for Windows version 16.

IV. RESULTS

The results of this study shows that psychological well-being students in Local Language Education are low, medium and high categories. Based on the results, majority students (69%) have psychological well-being in the medium category, which means that they are not fully had a self-accepted, rather having warm relationship with others, not fully being able to decide independently, rather having mastery and managing the environment, rather having a direction and purpose in life, and rather having a growing desire. Then, data spread between high (14%) and low (17%) categories.

The effectiveness was known by performing Mann Whitney test by comparing average scores post-test of experimental and control group after intervention.

TABLE I. MANN WHITNEY U TEST POST-TEST OF EXPERIMENTAL AND CONTROL GROUP

| | Posttest |
|---------------------------------------|----------|
| <i>Mann-Whitney U</i> | 8.000 |
| <i>Wilcoxon W</i> | 36.000 |
| <i>Z</i> | -2.111 |
| <i>Asymp. Sig. (1-tailed)</i> | .0175 |
| <i>Exact Sig. [2*(1-tailed Sig.)]</i> | .038a |

The criteria hypothesis using if the value of Asymp.Sig (1-tailed) <0.05 then Ho is rejected, whereas if the value of Asymp.Sig (1-tailed) > 0.05 then Ho is not rejected. Based on table 1, Asymp. Sig 0.0175 <0.05, so Ho is rejected which means that there are differences in psychological well-being between students who are given wellness based group and students who are not in treatment. Based on the results, it can

be concluded that wellness based group provides a significant influence in improving the psychological well-being of students.

V. DISCUSSION

Based on the findings of this research, psychological well-being students Local Language Education is generally in medium category. Characteristics are describing that students are not fully able to establish positive relationships with others, setting life goals, mastery of the environment, accept themselves well, and self-growth.

In according with development task, early adulthood is the culmination of adult social development. Tasks development of early adult development include socially adaptable and able to provide sympathetic attention in social relations. At this time, the determination of relations plays an important role and the shift of egocentric views becomes an empathetic attitude. Conditions lack of closeness and lack of trust in others, difficulty in being warm, open and caring for others, having no desire to maintain good relations with others is the effect of the low scores that a person has in this dimension [23]. Not only to oneself, self-actualization is also depicted by having a strong feeling of empathy and compassion for everyone and being able to have greater love, deeper friendship, and establish good relationships with others. Warm attitude with other people related to maturity criteria [14].

Students as an early adulthood must have the ability to foster a positive relationship with others so as to be able to create a warm, satisfying and trusting relationship with others, having attention to the welfare of others, can show a sense of empathy, compassion and intimacy and have a concept of giving and receiving in human relations

Establishing positive relationships with others is influenced by various factors, both external and internal. According to Ryff, external factors can be in the form of culture that can affect the psychological well-being of individuals because of the nature of interdependence between individuals which causes communication to become more frequent [23]. The others factors caused students Local Language Education are Sundanese, who also have preserved as Sundanese culture. This was allegedly able to be one of the supporting factors that led to the high acquisition of students in this dimension. Furthermore, social support factors and differences in social status can also affect the development of psychological well-being in individuals [24].

Then, data shows that students are categorized as individuals who are still unable to set life goals. These characteristics cause individuals not to have a full purpose in life, feeling that there is always wisdom for current and past events, not fully having confidence in the purpose of life, and not fully having the specific objectives to be achieved [25]. Students who had lack meaning in life, do not have a purpose in life, do not see the benefits of the past and lack of goals and ideals, indicating that these individuals lack the dimensions of a good purpose in life.

The next dimension shows that students have not been able to fully achieve is environmental mastery. Individuals who are

able to control a complex set of activities outside themselves, are able to use opportunities around them effectively and are able to choose or create situations that suit their personal needs and values is a sign that they already have good environmental control. This is because the active participation of individuals in their environment is important in environmental control and is a framework in the perspective of positive psychology [14].

Environmental mastery is characterized by an individual's ability to choose or create an environment that matches an individual's psychological condition which is a characteristic of mental health. During the development of life, humans need the ability to manipulate and control the environment [14].

Furthermore, data shows that students self-acceptance is in the medium category. Characteristics of individuals who have moderate self-acceptance are not fully aware of their own strengths or weaknesses positively, and do not blame themselves for past events. According to Ryff statements, individuals who have a poor level of self-acceptance are characterized by feelings of dissatisfaction with themselves, disappointed with what happened in the past, disturbed by certain traits possessed and have a desire not to be themselves [16].

Conversely, the low score of personal growth dimensions will make students have stagnation, have no desire to develop themselves, feel bored and not interested in life, feel unable to develop new attitudes or behaviors [25].

The lowest score students Local Language Education is on autonomy dimension. The lack of independence in students causes concern over the expectations and judgments of others towards him, too dependent on the decisions of others in making a decision, fulfilling social demands by always acting in accordance with the wishes of the [25].

Wellness based group is considered effective in improving the psychological well-being students of Local Language Education by comparing the average of the experimental group and the average control group after post-test, and also can be seen from the increase in scores between before and after giving intervention in the experimental group.

Changes progress are not only measured and viewed from statistics analytics, but also through qualitative observations as a sign of changed behavior on experimental group. These changes and progress are analyzed based on observations and activity journals so that practically it can be seen that wellness based group is effective for enhancing psychological well-being students. Various research had been found that wellness method is effective for increasing happiness, life satisfaction, and gratitude [26].

In research that has been carried out using a group approach because it is based on the strengths, principles, and steps of wellness that are believed to be able to holistically improve positive functions within. Not only alleviate the problem, but in this study also provides healthy preventive efforts to students to overcome the problems surrounding their psychological well-being. Wellness educates individuals to live a healthy lifestyle by balancing life's tasks so that their quality of life can be better. This basis is in line with the character of the counselling

profession that provides prevention and remediation services for the achievement of psychological well-being [27].

One of the factors that led to the effectiveness of wellness based group was because the activities were carried out in their entirety from unique individual personality elements, including 1) creative self namely creativity and problem solving, emotional awareness and coping problems, as well as side jobs performed by some students. 2) Coping self which consists of managing stress, 3) social self-friendship, love which consists of individual relationships in the environment, openness, friendship, and 4) essential self in which there is spiritual management, and self-care. These four things refer to Granello's opinion that wellness has dimensions that must be developed by the counsellor through activities that support the improvement of these dimensions [21]. In addition, the effectiveness of wellness Based group also known by observation and every session was held. Each material carries the advantages and virtues of wellness by observing the principles, steps and methods that have been tested.

The strength of wellness based group is assessed as an effort to curative and prevent a problem. Not only curative problems, but activities also lead to prevention of problems based on the concepts of wellness and positive psychology. Student participation that is active in activities also influences the continuity of activities, according to the results of research that feedback from participants also determines the effectiveness of wellness [27].

VI. CONCLUSION

Psychological well-being students Local Language Education is in the medium category. This means that students are not fully capable of establishing positive relationships with others, determining life goals, mastering the environment, accepting themselves well, and self-growth.

Wellness based group is effective in increasing psychological well-being students. Effectiveness of wellness group guidance can improve psychological well-being of students can be seen from the increase in the score of the experimental group after being given intervention, accompanied by qualitative data in the form of student processes and responses contained in student worksheets and activity journals. In the experimental group the dimensions that experience the highest increase are positive relationships with others or positive relationships with others, while the lowest dimensions are autonomy.

Based on the results of the study, counsellors in universities can provide wellness based group services to students who have the same characteristics as the experimental group. College counsellors who want to use wellness based group should pay attention to the factors that influence the psychological well-being of students. This is done so that counsellors in universities can optimally carry out group guidance and so that the psychological well-being of students.

Recommendations are intended for counselling unit's department in every university in order to develop wellness based group programs through steps that have been formulated as an effort to facilitate students in improving their growth and

development in various aspects of life (academic, social, and career) for increasing psychological well-being.

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