

## The Effects of Stress and Life Satisfaction on Psychological Well-being in University Students

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### Abstract

*This study was conducted to examine the effects of stress and life satisfaction on Psychological Well-Being. To do this, 5,200 university students were surveyed and 4,091 people were analyzed using SPSS ver. 23.0. The results of the study are as follows. The variables of stress and life satisfaction which affect the psychological well-being of university students showed that 12 of the 20 variables had a significant effect on psychological well-being, The explanatory power (R<sup>2</sup>) was 10.0% in total. In particular, satisfaction relationships with friends(5.3%), psychological health stress(2.2%), academic performance satisfaction(0.7%), academic problems stress(0.6%) and satisfaction relationships with parent(0.2%) showed that the explanatory power is high. Based on these results, To improve the psychological Well-Being of university students, we sought to reduce stress and increase life satisfaction, and suggested the necessity of follow-up study considering environmental factors.*

**Keywords:** Psychological Well-Being, Stress, Life-Satisfaction, University students

### 1. Introduction

According to the '2017 Youth Statistics', 20 ~ 24 year-old university students feel that their stress on school life is higher than middle and high school students. This is a result of the burden of career and employment of university students. These stresses in college threaten not only 4 physical health but also mental health such as depression and anxiety, resulting in maladjustment of university life and negative impact on life satisfaction [1]. In other words, if you do not cope with stress properly, your quality of life will decrease, your happiness, your life satisfaction will be lowered. As a result of stress-related research on college students, the effects of life stress, friendship, and value on the depression were statistically significant [2].

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Stress not only adversely affects physical and mental health but also does not create a smooth relationship in interpersonal relationships, causing anxiety [3], and depression [4]. It is also cited as a major cause of serious psychological disorders such as drug abuse, Internet addiction and suicide [5].

In recent psychological studies, interest and desire for quality of life has increased, and it has begun to pay more attention to psychological well-being such as strength and healthy development beyond psychological disorder or suffering [6]. In particular, university students are more interested in psychological well-being, such as being able to freely be freed from high school students when their cognitive development reaches a peak [7]. A person with a high psychological well-being accepts him / herself, maintains a positive interpersonal relationship, controls his / her behavior independently, has strong control over the surrounding environment, has high motivation to achieve his / her potential [8].

If the students are unable to cope with various stresses experienced by university students and are placed in a state of maladjustment, this poses a threat to goodwill. Life events that are continuously experienced in everyday life rather than the dramatic events that are experienced in life have a more important effect on psychological well-being [9]. In other words, it can be seen that the satisfaction of life that college students experience during their school years and career and job stress as a preparer for pre - employment affects psychological well - being as well as their college life adjustment and life satisfaction.

In sum, the various stresses experienced by college students can be a factor to decrease the satisfaction of university life and lead to low psychological well - being. In addition, low psychological well - being can be a factor to increase stress and decrease university life satisfaction. Therefore, it is necessary to search for a continuous, systematic and comprehensive mental health management method for the healthy life of university students with a lot of stress and low life satisfaction and psychological well - being. In this study, the purpose of this study is to present data to help students improve their psychological well - being by examining the effects of stress and life satisfaction on psychological well - being. This would be meaningful as a basic research to devise a concrete intervention plan for improving the adaptation and well-being of university students.

## **2. Research Method**

### **2.1 Subject**

The purpose of this study was to investigate the effect of stress and life satisfaction on psychological well - being of college students. The questionnaire was administered to 5,200 university students across the country, and 4,091 respondents were analyzed. According to the sex of respondents, 1,617 (39.5%) were male and 2,474 (60.5%) were female.

### **2.2 Measurement scale**

Stress and life satisfaction are based on the psychological health domain and content developed by the Youth Policy Research Institute (2011), and 12 items (parents, siblings, appearance, health, economics, friendship, reason, , Career, and academic problems). For each item, college students responded with a 4-point scale ranging from 'never receiving stress' (1 point) to 'receiving very much (4 points)'. Cronbach's alpha was .873 in this study.

Life Satisfaction is a question that measures 8 areas (relationship with parent, friend, teacher, economic living standard, leisure life, school life, academic performance, health). Each

question is 'very dissatisfied' (4 points) to 'Very satisfied (4 points)'. Cronbach's alpha was .834 in this study.

In order to measure psychological well-being, the psychological well-being scale (PWBS) developed by Ryff(1989) was adopted to Korean circumstances by Kim, Kim and Cha (2001) and the scale was used for this study. Internal consistency reliability was Cronbach's  $\alpha=.903$  in this study.

### 2.3 Analysis of Materials

In this study, we conducted a hierarchical multiple regression analysis to identify the sub-variables of stress and life-satisfaction affecting the Psychological Well-Being, and confirmed the multiple communicative problems among the variables with the Durbin-Watson number. The statistical program used was SPSS Ver. 23.0.

### 3. Result of Research

A hierarchical regression analysis was conducted to investigate the variables that explain psychological well-being better than the sub - variables of stress and life satisfaction.

Table 1. A hierarchical regression analysis of stress and life satisfaction for psychological well-being.

Model	R	R <sup>2</sup>	$\Delta R^2$	Std. error	Statistical variation				Probability of significance
					R <sup>2</sup>	F	df1	df2	
1	.230	.053	.052	11.606	.053	227.612	1	4089	.000
2	.273	.075	.074	11.472	.022	97.148	1	4088	.000
3	.285	.081	.081	11.431	.007	29.949	1	4087	.000
4	.296	.087	.087	11.395	.006	26.889	1	4086	.000
5	.300	.090	.089	11.383	.002	10.168	1	4085	.001
6	.303	.092	.090	11.372	.002	8.218	1	4084	.004
7	.308	.095	.093	11.352	.003	15.632	1	4083	.000
8	.310	.096	.094	11.347	.001	4.351	1	4082	.037
9	.312	.097	.095	11.342	.001	4.878	1	4081	.027
10	.313	.098	.096	11.337	.001	4.478	1	4080	.034
11	.315	.099	.097	11.330	.001	6.122	1	4079	.013
12	.317	.100	.098	11.326	.001	4.252	1	4078	.039

As a result of examining the stress and life satisfaction affecting the psychological well - being of university students, 12 variables among the total 20 variables showed significant influence on psychological well - being, The total explanatory power (R2) for good feeling was 10.0%. If we look at variables with high explanatory power mainly on R2 variation, relationship satisfaction with friends, psychological health stress, academic achievement satisfaction, academic stress, relationship with parents, satisfaction with university life, satisfaction with professor, family history stress, relationship with heterosexual stress, appearance stress, physical health stress & relationship stress with the professor was high explanatory power. The Durbin-Watson score was also close to 2 (1.886), indicating that autocorrelation does not exist and is independent. In summary, the main sub-factors of stress and life satisfaction affecting psychological well-being of university students are satisfaction with friends (5.3%), psychological health stress (2.2%), academic performance satisfaction (0.7%), academic stress

(0.6%) and satisfaction with their parents (0.2 percent). In other words, if the relationship satisfaction with friends, the satisfaction with academic achievement, and the satisfaction with relationship with parents are high, the psychological well - being increases. On the other hand, psychological well - being decreased when psychological health stress and academic stress were increased.

#### **4. Discussion**

The purpose of this study is to verify the support for university students by understanding the characteristics of psychological well - being of university students who will grow into the leading role of our society. The results of this study are as follows. First, psychological health stress, academic stress, family stress, relationship stress with relationship, appearance stress, physical health stress, and relationship stress with professor influenced psychological well - being. Especially, psychological well - being decreased when stress of psychological health and academic problems increased. The results of this study are consistent with the results of previous studies that stress of university students had negative effects on psychological well-being [13] [1][14].

Second, life satisfaction of university students showed statistically significant effect on psychological well-being. Satisfaction with relationship with friends, satisfaction with academic achievement, satisfaction with relationship with parents, satisfaction with university life, satisfaction with professor influenced psychological well - being among sub - variables of life satisfaction. Especially, the higher the satisfaction with the relationship with friends, the academic performance, and the relationship with parents, the higher the psychological well - being. These results are in agreement with previous research results that reported satisfaction with various life domains had a significant effect on psychological well-being [15] [16].

Based on the results of this study, suggestions and limitations for the improvement of psychological well - being by ultimately improving stress satisfaction and life satisfaction of university students are as follows. First, university students experience many stresses such as career, employment, and interpersonal relationships. Therefore, in order to increase the satisfaction of life, it means that appropriate intervention is required to deal with such stress. To this end, it is necessary to develop and disseminate a standardized program that can intervene in the stress experienced by university students. Second, it is necessary to provide self - growth and self - management programs so that students can accept themselves positively in order to increase the psychological well - being of university students. It is expected that students will be able to pursue more adaptive university life if they engage in school life with an active attitude to enhance their self-confidence and life vision through their acquired psychological stability and act on their own judgment. Third, measures to mitigate negative internal traits to improve the psychological well-being of university students should be considered. Gamefski, Kraaij & Spinhoven (2001) suggested that cognitive coping strategies play an important role in preventing and dealing with emotional problems and that psychological well-being may vary depending on the cognitive strategies used by individuals. Therefore, it is necessary for counselors to develop counseling strategies to strengthen cognitive coping strategies so that positive aspects can be strengthened and negative aspects can be alleviated to improve mental health of university students.

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