

Psychological Well-Being of Selected Working Students of Bs Psychology in Pamantasan Ng Cabuyao



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ABSTRACT: The research titled “Psychological Well-Being of Selected Working Students of BS Psychology in Pamantasan ng Cabuyao” aims to achieve two primary objectives: firstly, to delineate the demographic of the respondents, and secondly, to assess the levels of psychological well-being among working college students, focusing on dimensions such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

The study surveyed thirty-one (31) fourth-year working students enrolled in Pamantasan ng Cabuyao (University of Cabuyao) using a non-probability sampling technique, specifically employing purposive sampling to ensure meticulous identification of psychological well-being levels. Employing a quantitative approach, the researchers administered a standardized psychological test vetted by three psychology professionals to acquire pertinent data.

After data collection, statistical analyses, including frequency and percentage distribution, weighted mean, and standard deviation, were employed by a statistician for comprehensive tabulation and interpretation. A purposive sampling methodology was used, along with non-probability sampling techniques, to enhance the study’s validity and reliability. The study’s findings revealed a noteworthy insight: a low level of psychological well-being among selected working BS Psychology students in Pamantasan ng Cabuyao (University of Cabuyao) across various dimensions, including autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. These findings provide significant insights into the psychological landscape of working students within the specified program, emphasizing the importance of addressing and enhancing psychological well-being among this demographic.

KEYWORDS: Autonomy, Environmental Mastery, Personal Growth, Positive Relation with Others, Psychological Well-being, Purpose in Life, Self-Acceptance, Working Students

I. INTRODUCTION

Psychological well-being is essential in the lives of college students; this helps students live healthy lives, which is important given the increased prevalence of mental health concerns in this demographic. New academic and workload challenges arise when a student transfers from high school to college. Unlike high school, college students may not have the option to rely on special projects to avoid failing. They must dedicate themselves to intensive studying and focus on academics, recognizing that this period is pivotal for realizing their dreams and building a successful future. Psychological well-being is commonly understood from the eudaimonic perspective as actualizing one’s inherent potential, distinct from the subjective well-being paradigm. It is perceived as the outcome of a life of purpose and fulfillment, crucial in students’ successful transition to college life.

Consequently, this concept typically encompasses dimensions such as self-acceptance, autonomy, environmental mastery, positive relations with others, purpose in life, and personal growth. The transition to university presents students with a novel learning environment and heightened academic expectations, contributing to increased stress and anxiety. This period is often recognized as one of heightened anxiety and diminished psychological well-being compared to other stages of the life cycle, with elevated levels of psychological distress when compared to the general population. Numerous studies have documented decreased levels of psychological well-being among university students. A substantial proportion of university students demonstrate a moderate level of psychological well-being, which serves as an indicator of their adaptation to university life.

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College life often introduces self-doubt, stress, anxiety, and the possibility of failure. It is a time when students' confidence, determination, and perseverance are tested. This challenge becomes even more pronounced for students taking part-time or full-time jobs while pursuing their studies. Balancing the demands of work and academics can affect their psychological well-being.

Working while studying is common; many college students commit to this dual commitment. Numerous individuals have already successfully graduated as working students. According to Levinson's theory of early adult transitions, the ages of 17-22 mark leaving home and making critical choices regarding education and career paths. Subsequently, the ages of 22-28 signify the transition into adulthood, involving commitments to a profession, goal setting, and establishing intimate relationships. Working while studying offers students various advantages. It enables them to kickstart their careers, acquire knowledge and skills beyond what academic studies alone can provide, gain practical work experience, and achieve economic independence. Financial support for themselves and their families often serves as a driving force behind students' decision to work while pursuing higher education. However, being a working student also presents challenges and adverse effects. Academic performance and grades may suffer because of divided attention and limited time for studying. It can be challenging to balance maintaining a social life, spending time with family and friends, dedicating adequate time to learning, and fulfilling work responsibilities.

The research argument highlights the significance of psychological well-being for students' overall health and academic progress. It emphasizes the need to investigate the psychological well-being of working psychology students concurrently managing their studies and employment. The research project aims to examine their psychological well-being, identify their unique obstacles, and develop practical solutions to enhance their mental health. By comprehensively understanding the level of their psychological well-being, the research strives to design suitable interventions to support their academic achievements and foster a positive learning environment within psychology.

II. METHODOLOGY

A. *Research Design*

This study mainly focuses on Psychological Theory to identify the demographic profile of the respondents and determine the levels of the psychological well-being of working college students at Pamantasan ng Cabuyao (University of Cabuyao). This study used a quantitative approach, which is a methodical and planned strategy to research phenomena that entails gathering quantifiable data and analyzing them using mathematical or statistical methods. This approach is used to collect, analyze, and interpret numerical data to understand patterns, relationships, and trends within a population or a phenomenon under study. Quantitative research typically involves the use of structured instruments such as surveys, experiments, or observations, where data is collected in numerical form.

The quantitative approach stresses numerical data, statistical analysis, and generalizability using a descriptive research method that aims to describe and explain the characteristics of a population or phenomenon. To find patterns and trends, data must first be analyzed. This can be done by conducting experiments, surveys, or observations. Researchers commonly employ the survey strategy as a typical method in quantitative research. Surveys involve presenting a set of structured questions to respondents, typically administered through questionnaires. This method allows researchers to gather quantitative data directly from individuals, providing a wealth of information that can be analyzed to discern underlying patterns and relationships.

Researchers applied a non-probability sampling method using purposive sampling. Purposive sampling involves deliberately selecting respondents who possess specific characteristics or traits relevant to the research objectives. It allows researchers to target individuals who can offer valuable insights into the phenomenon under investigation.

By employing quantitative methodologies such as surveys and purposive sampling, researchers can delve into the intricate numerical relationships and patterns inherent in their data. These quantitative insights serve as a foundation for making evidence-based decisions and drawing reliable conclusions, thereby enhancing the credibility and validity of the research findings.

B. *Research Locale*

The study was conducted at Pamantasan ng Cabuyao (University of Cabuyao), in Katapatan, Banaybanay, Cabuyao, Laguna. The public institution Pamantasan ng Cabuyao is renowned for the caliber of its curriculum and serves working college students, who would be our study respondents. The researcher endeavors to identify all prospective or confirmed working students within the cohort of fourth-year BS psychology students. Following this identification process, a questionnaire is administered to assess their psychological well-being through a Google form. This instrument is meticulously crafted to interpret multifaceted dimensions of their psychological state, facilitating a thorough analysis of their overall well-being. The respondents would be gathered from Pamantasan ng Cabuyao (University of Cabuyao), preferably college students.

Regarding the study's objective, the researcher would ensure that the chosen respondents must be working college students. This condition serves as the distinct basis of the questionnaire. In conducting the research, the researchers employed a

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quantitative methodology utilizing a structured questionnaire format. The questionnaire was designed to gather data on predetermined variables related to the respondent's experiences and perceptions within the BS Psychology department. The questionnaire was distributed to a sample consisting of 31 respondents selected from the BS Psychology department. Given that the research team comprised four members, each member collaborated in administering the questionnaire to the respondents collectively.

C. Population and Sampling

The respondents of this study were the working college students of Pamantasan ng Cabuyao (University of Cabuyao). Specifically, the cohort under investigation comprised 31 individuals pursuing their fourth-year Bachelor of Science in Psychology at this educational institution.

Within the context of non-probability sampling techniques, the researchers used the purposive sampling methodology to guarantee the reliability and integrity of the study's findings. This methodical process was used to carefully choose the 25% of working college students who were thought to be eligible to participate actively in the study. Purposive sampling was used to improve the validity and reliability of the study results.

For this quantitative study, the respondents comprised working college students enrolled at Pamantasan ng Cabuyao (University of Cabuyao), specifically those pursuing their fourth-year Bachelor of Science in Psychology at the institution. The sample size was determined to be 31 individuals, representing the entire population of fourth-year Bachelor of Science in Psychology students who were currently employed at the university. To select respondents, all working college students from this population were included without employing a random sampling method. Instead, all 31 respondents were gathered and invited to participate in the study. Upon agreement, they were administered a structured questionnaire designed to collect quantitative data on various aspects of their experiences as working college students. The collected data would subsequently be analyzed using appropriate statistical methods to draw conclusions and insights regarding the research objectives. Through this sampling design, the study aimed to ensure the representation and generalizability of findings to the broader population of working college students enrolled in the fourth-year Bachelor of Science in Psychology program at Pamantasan ng Cabuyao.

D. Research Participants

The researchers would employ non-probability sampling techniques to select our target respondents carefully. The primary focus of this investigation encompasses fourth-year college students who are currently engaged in employment and who are pursuing their education during the academic year 2023-2024 at Pamantasan ng Cabuyao (University of Cabuyao). The inclusion criteria for respondents' selection involve their enrollment in the BS Psychology program, their status as working college students, and their current year of study being the fourth year. This criterion not only aligns with the research objectives but also ensures that the chosen respondents are within the researchers' practical reach. As such, the exclusion criteria involve students outside the specified program, those not engaged in employment, and individuals in years of study other than the fourth year.

E. Research Instrumentation

A standardized psychological well-being test consisting of 42 items would be employed to measure the psychological well-being of the selected working college students. Moreover, the standardized psychological well-being test was validated by three (3) professional psychometricians.

Standardized tests have no set scores or cut points for deciding what constitutes high or low psychological well-being. Distributional information from the gathered data can be used to derive those distinctions. For instance, the top 25% (quartile) of the distribution would be considered to have high well-being, whereas the bottom 25% (quartile) of the distribution would indicate low well-being. An additional definition of high and low well-being scores would be as follows: high well-being scores are 1.5 standard deviations above and below the mean, respectively.

F. Data Gathering Procedure

The researcher obtained approval from the author of a standardized test to use in a study on the psychological well-being of working college students. They identified working students through a survey and administered the approved questionnaire via Google Forms for efficient data collection. Statistical software like Microsoft Excel was likely used for data analysis, including cleaning, calculating descriptive statistics, and conducting inferential analysis. Interpretation of results likely involved referencing the test's manual and consulting with colleagues or experts in the field. Overall, the study employed a systematic and technology-driven approach to gather and analyze data, enhancing its credibility and rigor.

G. Ethical Consideration

Ethical research involves respecting participants' rights, ensuring informed consent, and minimizing risks. Researchers must explain study objectives, procedures, risks, and benefits clearly, allowing participants to withdraw at any time. Balancing benefits

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and risks is essential, with measures to prevent harm. Privacy and confidentiality are maintained, conflicts of interest are disclosed, and debriefing sessions are held after data collection. Findings are reported in accessible language to uphold integrity and participant well-being.

III. RESULTS

This chapter discusses data presentation, analysis, and interpretation of the psychological health of a subset of BS Psychology students employed by Pamantasan ng Cabuyao. Based on the questionnaire results, data display, analysis, and interpretation deal with quantitative data analysis.

Table 1.2 presents the results of the tabulated demographic profile of the respondents in terms of age. The frequency shows that working students aged 25 have a total number of two (2) with a percentage equivalent of 6.45%, while those aged 24

Table 1.1 Result of the Demographic Profile of the Respondents in terms of Age

AGE	FREQUENCY	PERCENT
25	2	6.45%
24	0	0%
23	5	16.13%
22	10	32.26%
21	14	45.16%
TOTAL	31	100%

years old with a percentage the equivalent of 0%, and with the age of 23 have a total number of five (5) with a percentage of the equivalent of 16.13%. Those aged 22 have a total number of ten (10) with a percentage equivalent of 32.26%, and lastly, those aged 21 have a total number of fourteen (14) with a percentage equivalent of 45.16%, 31 respondents that answered the research survey. The above results indicate that the majority of the working students are young, and they are capable of performing two different responsibilities at the same

time. Supported by Mortimer and others' studies, the percentage of youth in the United States who work full time has decreased dramatically.

De-Juanas et al. (2020) note that sociodemographic factors like age significantly influence psychological well-being, impacting it in various ways. Psychological well-being correlates with life experiences, emotional intelligence, and personality traits. Higher education levels correlate positively with aspects like personal growth and life purpose. Adolescents may experience a decline in well-being during transitional phases due to significant changes.

Table 1.2 Result of the Demographic Profile of the Respondents in terms of Gender

GENDER	FREQUENCY	PERCENT
Male	13	41.94%
Female	18	58.06%
TOTAL	31	100%

Table 1.2 above shows the demographic profile of the respondents in terms of gender. According to the findings, there is a notable predominance of female respondents, comprising eighteen (18) out of 31 individuals, representing a proportion of 58.7%. Conversely, male respondents account for a lesser proportion,

totaling thirteen (13) out of 31 respondents, equivalent to 41.96%. These statistics collectively suggest that a majority of young individuals simultaneously engaged in work and study are of the female gender. This observation infers that female youths exhibit a higher degree of responsibility in managing dual commitments of employment and education.

Matud et al. (2019) find higher rates of internalizing disorders like depression among females, while males show more externalizing disorders like antisocial behavior. Gender differences in psychological well-being vary based on age, culture, and societal roles. Across studies, females consistently report stronger positive relations with others than males. Cross-cultural research consistently reveals lower scores for women in self-acceptance and autonomy. Yet, Karasawa et al. found gender disparities in autonomy only at the start of adulthood.

Table 1.3 Result of the Demographic Profile of the Respondents in terms of Job Position

OCCUPATION	FREQUENCY	PERCENT
Service Crew	7	22.58%
Call Center Agent	6	19.35%
Sorter	5	16.13%
Cashier	3	9.68%
Freelance Teacher	3	9.68%
Delivery Rider	1	3.23%
Sales Administrator/ Clerk	2	6.45%
Sales Lady	1	3.23%
Production operator	1	3.23%
Virtual Assistant	2	6.45%
TOTAL	31	100%

This shows that most working students in Pamantasan ng Cabuyao's Bachelor of Science in Psychology program work as service crew members, followed by call center agents and sorting roles. This suggests a preference for service industry jobs among these students, providing insights into their employment trends while juggling academic and professional responsibilities.

Table 1.3 shows the demographic profile of the respondents in terms of job position. The table reveals the distribution of respondents across various occupational roles. Specifically, the service crew category includes seven (7) individuals, representing 22.58% of the total respondents. Call Center Agents comprise six (6) respondents,

constituting 19.35% of the sample. Sorters account for five (5) individuals, representing 16.13% of the surveyed population. Cashiers and freelance teachers each have three (3) respondents, constituting 9.68% of the sample for each category. Sales

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Administration/Clerks and Virtual Assistants are represented by two (2) individuals each, totaling 6.45% of the respondents in both categories. Additionally, sales ladies, production operators, and delivery riders each have one (1) respondent, with a percentage of 3.23%. Overall, the survey encompasses a total of 31 respondents who responded to the research survey.

Table 2.1. Results of the Psychological Well-being of BS Psychology Working Students at Pamantasan ng Cabuyao in terms of Autonomy

AUTONOMY (PAGTAYO SA SARILING DESISYON)			
STATEMENTS	MEAN	STANDARD DEVIATION	INTERPRETATION
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people. (Hindi ako natatakot na ipahayag ang aking mga opinyon, kahit na sila ay sumasalungat sa mga opinyon ng karamihan sa mga tao.)	5.87	1.12	LOW
2. I tend to worry about what other people think of me. (May posibilidad akong mag-alala tungkol sa kung ano ang inisip ng ibang tao sa akin.)	3.03	1.99	LOW
3. My decisions are not usually influenced by what everyone else is doing. (Ang aking mga desisyon ay karaniwang hindi naiimpluwensyahan ng kung ano ang ginagawa ng iba.)	5.32	1.25	LOW
4. I judge myself by what I think is important, not by the values of what others think is important. (Hinuhugahan ko ang aking sarili sa kung ano ang inisip kong mahalaga, hindi sa mga halaga ng inisip ng iba na mahalaga.)	5.90	0.91	LOW
5. I tend to be influenced by people with strong opinions. (May posibilidad akong maimpluwensyahan ng mga taong may malakas na opinyon.)	2.55	1.46	LOW
6. I have confidence in my opinions, even if they are contrary to the general consensus. (May tiwala ako sa aking mga opinyon, kahit na	5.68	1.11	LOW

Table 2.3. Results of the Psychological Well-being of BS Psychology Working Students at Pamantasan ng Cabuyao in terms of Personal Growth

PERSONAL GROWTH (PANSARILING PAG-UNLAD)			
STATEMENTS	MEAN	STANDARD DEVIATION	INTERPRETATION
1. For me, life has been a continuous process of learning, changing, and growth. (Para sa akin, ang buhay ay isang tuluy-tuloy na proseso ng pag-aaral, pagbabago, at paglago.)	5.97	1.28	LOW
2. I am not interested in activities that will expand my horizons. (Hindi ako interesado sa mga aktibidad na magpapalawak ng aking pananaw.)	3.61	1.96	LOW
3. I gave up trying to make big improvements or changes in my life a long time ago. (Ako ay sumuko sa pagsisikap na gumawa ng malalaking pagpapabuti o pagbabago sa aking buhay matagal na ang nakalipas.)	3.68	1.95	LOW
4. I think it is important to have new experiences that challenge how you think about yourself and the world. (Sa tingin ko, mahalagang magkaroon ng mga bagong karanasan na humahamon sa kung paano mo inisip ang iyong sarili at ang mundo.)	6.03	1.91	LOW
5. I do not enjoy being in new situations that require me to change my old familiar ways of doing things. (Hindi ako nasisiyahan sa mga bagong sitwasyon na nangangailangan sa akin na baguhin ang dati kong pamilyar na paraan ng paggawa ng mga bagay.)	3.58	2.05	LOW
6. When I think about it, I haven't really improved much as a person over the years. (Kung itisipin ko, hindi pa talaga ako nag-improve bilang isang tao sa mga nakaraang taon.)	3.48	2.02	LOW
7. I have the sense that I have developed a lot as a person over time. (Mayroon akong pakiramdam na marami akong nabuo bilang isang tao sa paglipas ng panahon.)	5.48	1.31	LOW
COMPOSITE MEAN	4.55	0.35	LOW

Legend: 1.5 Standard Deviation above the Mean - High Well-being; 1.5 Standard Deviation below the Mean - Low Well-being

3. I have a sense of direction and purpose in life. (Mayroon akong pakiramdam ng direksyon at layunin sa buhay.)	5.94	1.26	LOW
4. Some people wander aimlessly through life, but I am not one of them. (May mga taong gumagala nang walang patutunguhan sa buhay, ngunit hindi ako isa sa kanila.)	5.13	1.34	LOW
5. I don't have a good sense of what it is I'm trying to accomplish in life. (Hindi ko alam kung ano ang sinusubukan kong gawin sa buhay.)	3.45	2.00	LOW
6. I sometimes feel as if I've done all there is to do in life. (Minsan nararamdaman ko na parang nagawa ko na ang lahat ng dapat gawin sa buhay.)	3.26	1.75	LOW
7. My daily activities often seem trivial and unimportant to me. (Ang aking pang-araw-araw na gawain ay madalas na tila walang halaga at hindi mahalaga sa akin.)	3.74	2.03	LOW
COMPOSITE MEAN	4.44	0.41	LOW

Legend: 1.5 Standard Deviation above the Mean - High Well-being; 1.5 Standard Deviation below the Mean - Low Well-being

7. I enjoy personal and mutual conversations with family members and friends. (Madalas akong nalalungkot dahil kakaunti lang ang malalapit kong kaibigan na mapagsasabihan ng aking mga alalahanin.)	3.68	2.02	LOW
7. I enjoy personal and mutual conversations with family members and friends. (Madalas akong nalalungkot dahil kakaunti lang ang malalapit kong kaibigan na mapagsasabihan ng aking mga alalahanin.)	6.06	0.81	LOW
COMPOSITE MEAN	4.88	0.51	LOW

Legend: 1.5 Standard Deviation above the Mean - High Well-being; 1.5 Standard Deviation below the Mean - Low Well-being

Table 2.1 also shows that the grand mean in the perceived level of psychological well-being of working college students in terms of autonomy is 4.51 and has a grand standard deviation of 0.42, which is interpreted as low. This implies that the working college students of BS Psychology in Pamantasan ng Cabuyao have low psychological well-being in terms of autonomy.

Table 2.2 also shows that the grand mean in the perceived level of Psychological Well-being of working college students in terms of environmental mastery is 4.38, and the grand standard deviation is 0.41 or "Low." This implies that the working college students of BS Psychology in Pamantasan ng Cabuyao have low Psychological Well-being in terms of environmental mastery. The respondent is unable to easily adapt to changes in the work environment.

Table 2.3 also shows that the grand mean in the perceived level of Psychological Well-being of working college students in terms of personal growth is 4.55, and the grand standard deviation is 0.35 or "Low." This implies that the working college students of BS Psychology in Pamantasan ng Cabuyao have low Psychological Well-being in terms of personal growth.

Table 2.4 also shows that the grand mean in the perceived level of psychological well-being of working college students in terms of positive relations with others is 4.88 and has a grand standard deviation of 0.51, which is interpreted as low. This implies that the working college students of BS Psychology in Pamantasan ng Cabuyao have low psychological well-being in terms of positive relations with others.

Table 2.5 also shows that the grand mean in the perceived level of Psychological Well-being of working college students in terms of purpose in life is 4.44, and the grand standard deviation is 0.41 or

Table 2.6. Results of the Psychological Well-being of BS Psychology Working Students at Pamantasan ng Cabuyao in terms of Self-Acceptance

SELF-ACCEPTANCE (PAGTANGGAP SA SARILI)			
STATEMENTS	MEAN	STANDARD DEVIATION	INTERPRETATION
1. In many ways I feel disappointed about my achievements in life. (Sa maraming paraan, nadidismaya ako sa mga nagawa ko sa buhay.)	3.26	1.91	LOW
2. When I look at the story of my life, I am pleased with how things have turned out. (Kung titignan ko ang kwento ng aking buhay, natutuwa ako sa mga nangyari.)	6.00	0.97	LOW
3. My attitude about myself is probably not as positive as most people feel about themselves. (Ang aking saloobin tungkol sa aking sarili ay malamang na hindi kasing-positibo gaya ng nararamdaman ng karamihan sa kanilang sarili.)	3.39	2.04	LOW
4. In general, I feel confident and positive about myself. (Sa pangkalahatan, nakakaramdam ako ng tiwala at positibo tungkol sa aking sarili.)	5.45	1.41	LOW
5. When I compare myself to friends and acquaintances, it makes me feel good about who I am. (Kapag ikinukumpara ko ang sarili ko sa mga kaibigan at kakilala, nakakagaan ang pakiramdam ko kung sino ako.)	5.00	1.55	LOW
6. I feel like many of the people I know have gotten more out of life than I have. (Pakiramdam ko ay marami sa mga taong kilala ko ang nakakuha ng higit pa sa buhay kaysa sa akin.)	3.45	1.88	LOW
7. I like most parts of my personality. (Gusto ko ang karamihan sa mga bahagi ng aking pagkatao.)	5.84	1.21	LOW
COMPOSITE MEAN	4.63	0.40	LOW

Legend: 1.5 Standard Deviation above the Mean - High Well-being; 1.5 Standard Deviation below the Mean - Low Well-being

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“Low.” This implies that the working college students of BS Psychology in Pamantasan ng Cabuyao have low Psychological Well-being in terms of purpose in life.

Table 2.6 also shows that the grand mean in the perceived level of psychological well-being of working college students in terms of self-acceptance is 4.63 and has a grand standard deviation of 0.40, which is interpreted as low. This implies that the working college students of BS Psychology in Pamantasan ng Cabuyao have low psychological well-being in terms of self-acceptance.

IV. DISCUSSIONS

After analyzing the findings of this study, it is evident that working college students enrolled in BS Psychology at Pamantasan ng Cabuyao exhibit low scores across six categories of psychological well-being.

According to Ryff's Psychological Well-Being Theory (1989), low levels of autonomy manifest in prioritizing others' expectations and judgments, relying heavily on external opinions when making important decisions, and succumbing to societal pressures to conform in thought and action.

Regarding environmental mastery, individuals with low scores, as per Carol Ryff's standardized test (1995), experience difficulties in managing daily affairs, a sense of helplessness in changing or improving their surroundings, a lack of awareness about nearby opportunities, and a feeling of lacking control over external circumstances. This lack of mastery leads to helplessness, incompetence in dealing with everyday issues or unexpected events, missing out on opportunities due to an inability to recognize or confront them, and an overall failure to manage and adapt to one's environment effectively.

Regarding personal growth, low scores on the personal growth scale indicate boredom, disinterest in life, a lack of perceived personal development or growth over time, and difficulties in adopting new attitudes or behaviors. This stagnation can lead to boredom, apathy, and an inability to cope with life's challenges effectively.

According to Ryff's theory, positive relations with others are hindered by low levels of intimacy and trust in relationships, difficulty being kind and honest, concern about others, feelings of loneliness, irritation in social situations, and reluctance to compromise to maintain meaningful relationships.

Regarding purpose in life, low scores signify a lack of meaning, direction, goals, and beliefs that provide significance to one's existence. This absence of purpose can lead to feelings of worthlessness, aimlessness, and a lack of motivation to pursue dreams and goals.

Lastly, low levels of self-acceptance are characterized by dissatisfaction with oneself, disappointment with past experiences, uncertainty or discomfort about personal traits, and a desire to change one's identity. This lack of self-acceptance can hinder overall well-being by undermining self-esteem and potential for personal growth.

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