

## The Interplay Of Psychological Well-Being And Adjustment: A Study Among College Students

Anamika Dey<sup>1</sup>, Rubika Rudra Pal<sup>2</sup>, Isita Ghosh<sup>3</sup>, Subhecha Chatterjee<sup>4</sup>

<sup>1</sup>M.Sc. Student, Department of Psychology, Brainware University, Barasat, West Bengal, India, [iamanamikadey@gmail.com](mailto:iamanamikadey@gmail.com)

<sup>2</sup>Assistant Professor, Department of Psychology, Brainware University, Barasat, West Bengal, India [rrp.psy@brainwareuniversity.ac.in](mailto:rrp.psy@brainwareuniversity.ac.in)

<sup>3</sup>Clinical Psychologist, Government of West Bengal, Department of Health and Family Welfare [rup.isitaghosh@gmail.com](mailto:rup.isitaghosh@gmail.com)

<sup>4</sup>Consultant Psychologist, Department of Psychiatry, KPC Medical College and Hospital, Kolkata, West Bengal, India [subhecha.96@gmail.com](mailto:subhecha.96@gmail.com)

**Corresponding Author:** Rubika Rudra Pal

\*Assistant Professor, Department of Psychology, Brainware University, Barasat, West Bengal, India Email: [rrp.psy@brainwareuniversity.ac.in](mailto:rrp.psy@brainwareuniversity.ac.in)

**How to cite this article:** Anamika Dey, Rubika Rudra Pal, Isita Ghosh, Subhecha Chatterjee (2024) The Interplay Of Psychological Well-Being And Adjustment: A Study Among College Students. *Library Progress International*, 44(3), 25182-25189

**Abstract**— Mental well-being that allows individuals to manage life's challenges, recognize their capabilities, perform effectively in various aspects of life, and actively participate in society. The study explored the relationship between psychological well-being and adjustment among 124 college students (62 male, 62 female) aged 18-25 from North 24 Parganas. Using Ryff's Psychological Well-Being Scale and the Bell Adjustment Inventory, the data were analysed with means, SDs, Pearson correlation, and t-tests. Results showed a significant negative correlation between psychological well-being and adjustment difficulties, indicating that higher well-being is linked to better adjustment. Gender differences in social adjustment were also found, emphasizing the role of psychological well-being in students' social, emotional, and academic adjustment.

**Keywords**— Well-Being, Psychological Well-Being, Adjustment, Bell's Adjustment Inventory, Ryff's Psychological Well-Being (PWB) scale.

### INTRODUCTION

All the pleasant experiences and assessments of people's lives are included in the concept of well-being. It is the perception of affluence, happiness, and health. It can be described as the state in which one is both happy and content, experiencing positive emotions like happiness and contentment, developing one's potential, feeling somewhat in control of one's life, having a purpose in life, and being in positive relationships. Satisfaction with life and happiness are closely associated with well-being.

Well-being can be differentiated into certain types, which are as follows –

**Emotional Well-Being:** A mentally healthy person maintains fulfilling relationships with others. It is crucial for wellness to be aware of and embrace a variety of feelings within oneself and others. Some examples of emotional well-being include feeling positive and enthusiastic about oneself and life, as well as being able to handle emotions and behaviours, assess limitations realistically, develop independence, and effectively manage stress.

**Social Well-Being:** Stressing the interdependence of individuals and the environment, the social component encourages active engagement in one's surroundings and society. It is the capacity to build strong connections with people, communicate clearly, and provide a network of support that helps fight feelings of loneliness. Having social ties and a feeling of community are crucial for preserving one's general health and well-being.

**Mental Well-Being:** Mental well-being is the capacity to handle life's obstacles, acknowledge one's own skills,

function successfully in a variety of contexts, and take an active role in society. It is essential to both our physical and mental well-being, affecting our ability to make decisions, form relationships, and have an impact on the world around us. It is believed that mental health is a basic human right and that it is necessary for individual development, social advancement, and economic prosperity. There is more to mental wellness than just the absence of mental diseases. It has a wide range of effects, including different degrees of difficulties and anguish, individual experiences that are unique, and the potential for various social and medical repercussions.

**Financial Well-Being:** In order to maintain long-term financial stability, one must understand and manage money and assets appropriately. This is known as financial well-being. It's more important to spend money in accordance with your principles and to always be learning new, efficient methods of earning, saving, and investing than it is to become wealthy quickly.

**Occupational Well-Being:** The concept of occupational well-being pertains to striking a balance between one's work and personal life, resulting in general financial stability, overall health, and fulfilment. When a person is happy with their job and their free time, it can lead to a sense of fulfilment and contentment in life. This is known as occupational wellbeing.

**Spiritual Well-Being:** Spiritual well-being is preserving a sense of connection to a higher power as well as having a set of morals, values, and beliefs that give life meaning and direction. One should use these beliefs as a compass when making decisions and acting in certain ways.

**Holistic Well-Being:** Taking into account the ways in which many facets of general well-being interact and influence one another, holistic well-being is a multifaceted notion. Poor emotional and physical health can result from poor social and physical health, respectively.

**Psychological well-being:** This is the state of being emotionally sound and functioning normally; it includes things like purpose, growth, positive social interactions, autonomy, and self-acceptance. Not only is the lack of suffering a sign of high psychological well-being, but it also entails feeling content with life, capable, cheerful, and supported.

The term "**psychological well-being**" is broad. This concerns the mental, emotional, and social well-being of an individual. It's a broad concept that touches on many aspects of life, including self-improvement, happiness, contentment with life, self-worth, interpersonal connections, and a sense of purpose. Therefore, psychological well-being is more comprehensive than happiness as it includes a larger variety of elements than merely the absence of psychological pain. Numerous factors, including genetics, environment, and life experiences including relationships with family and friends, education, career, and physical health, can impact an individual's psychological and social well-being. People who are in good psychological health are better equipped to handle stress, keep up positive relationships, and lead fulfilling lives.

The most empirically supported model of psychological well-being is Carol Ryff's multidimensional model, which is based on Aristotle's eudaimonia. This paradigm has six dimensions that contribute to well-being. They are listed below:

- **Self-acceptance:** People's level of self-acceptance has a big impact on how happy they are with their lives. Accepting who they are means acknowledging and accepting every facet of who one is—his personality, strengths, and weaknesses. It also means continuing to have an optimistic outlook on oneself. It also entails accepting and being at peace with the past. A lack of self-acceptance is indicated by self-satisfaction.
- **Personal Growth:** Personal growth is the ongoing process of self-improvement through learning, skill development, and realizing one's potential. Key aspects include self-awareness, habit change, emotional intelligence, and productivity. A lack of growth can result in feelings of stagnation and boredom, making it challenging to adopt positive behaviours to face life's challenges.
- **Life's Purpose:** This refers to having a clear sense of direction and meaningful values in life. Without a sense of purpose, individuals may feel their lives lack significance and may not have clear goals or aspirations.
- **Environmental Mastery:** Environmental mastery is the ability to manage one's surroundings effectively to meet personal goals. It involves confidence in facing challenges and making choices. A lack of this mastery can lead to feelings of powerlessness and missed opportunities.
- **Autonomy:** Autonomy is the capacity to make independent choices based on personal values, even in the face of societal pressure. Individuals with strong autonomy are less likely to conform to external expectations.

• **Positive Relations with Others:** This highlights the quality of our social interactions, focusing on trust, intimacy, and empathy. Meaningful connections require mutual support. Those who struggle with this may experience social isolation, which can negatively impact health and well-being.

Psychological well-being involves both feeling good and functioning well. Feeling good goes beyond happiness and contentment, including emotions like interest, engagement, confidence, and affection. Functioning well means realizing one's potential, having control over life, pursuing meaningful goals, and building positive relationships. As a key component of mental health, psychological well-being enhances resilience, helping individuals manage stress, adapt to change, and overcome challenges. Prioritizing psychological well-being improves emotional intelligence, productivity, physical health, relationships, and overall quality of life, contributing to a fulfilling and balanced life.

In psychology, adjustment is the capacity of an individual to change their ideas, feelings, and behaviours in order to conform to the demands of their surroundings. It is a dynamic, lifelong process that is influenced by a variety of elements, including culture, experiences, social support, personality, and upbringing.

Early adulthood involves adapting to new life patterns and social expectations. Well-adjusted individuals manage stress, maintain healthy relationships, and achieve goals, while those who struggle may face emotional or social challenges, potentially leading to issues like anxiety, depression, or substance abuse. In clinical psychology, adjustment is key in assessing and supporting individuals with emotional or behavioural difficulties. Therapies like cognitive-behavioural and interpersonal therapy help improve adaptability and coping skills.

**Here are some ways to adjust:**

**1. Cognitive Restructuring:** Change negative thoughts by recognizing and replacing them with more positive ones.

**2. Behaviour Modification:** Adjust actions to achieve specific goals, including setting objectives and rewarding progress.

**3. Mindfulness:** Practice meditation and deep breathing to increase self-awareness and reduce stress.

**4. Self-Care:** Maintain overall well-being through physical exercise, a healthy diet, proper rest, and enjoyable hobbies.

**5. Problem Solving:** Tackle issues step-by-step by breaking them down, brainstorming solutions, and weighing options.

**6. Social Support:** Lean on family, friends, and others for emotional and practical support during challenges.

In psychology, adjustment is seen as both an achievement and a process. As an accomplishment, it reflects effective performance in meeting expectations and being engaged. As a process, it involves the individual's interaction with their environment, where successful adjustment occurs when this connection aligns with societal norms. This is particularly relevant for college students, who, at the late adolescent stage, often face challenges that can negatively impact their adjustment and mental health. Factors such as family, friends, and community play a significant role in this process. Individuals who adapt well to their surroundings are likely to enjoy greater psychological well-being, characterized by a positive self-image, independent decision making, and clear life goals. Positive personality traits foster successful adaptation, leading to joy and contentment, while poor adjustment can result in distress and interpersonal issues. Support from partners and family is crucial for well-being, as is the ability to adjust to social and physical environments, which is necessary for feeling fulfilled and comfortable.

Brillon et al. (2023) found that initial self-care practices in mental health professionals led to increased well-being and posttraumatic growth, while also reducing anxiety and depression over time. Additionally, higher anxiety levels at the first assessment were associated with increased self-care at the second assessment, but no significant link was found between self-care and compassion fatigue. Marler et al. (2021) found a positive correlation between academic motivation and sense of belonging, while both factors negatively correlated with COVID-19-related anxiety. Their multiple linear regression analysis indicated that a stronger sense of belonging and higher socioeconomic status was associated with lower anxiety levels, and the researchers' suggested strategies for colleges and universities to improve student mental health. The study by Can et al. (2021) explored the effects of adjustment issues on the psychological well-being of international college students in the U.S., finding a significant negative correlation between the two. Key adjustment challenges identified included difficulties with the English language, financial aid issues, and concerns about the admission selection process, all of which contributed to lower psychological well-being. Dandan and Xinying (2021) identified three types of psychological

flexibility in college students: high, moderate, and low. Their findings showed that students with high psychological flexibility adapted well to college and reported greater well-being, while those with low psychological flexibility struggled the most, particularly among students from rural areas and those with siblings. Hazan Liran and Miller (2019) studied 250 BA undergraduate students to examine how psychological capital impacts academic adjustment, finding that it significantly aids students' adaptation. Their research highlights the role of psychological capital in fostering positive organizational behaviour within higher education.

The study intends to investigate the relationship—which local scholars have not given much thought to—between psychological well-being and adjustment among Indian college students. By offering insights for future research, it aims to improve knowledge of how young adults retain psychological well-being while adjusting to their surroundings.

**1. METHODS**

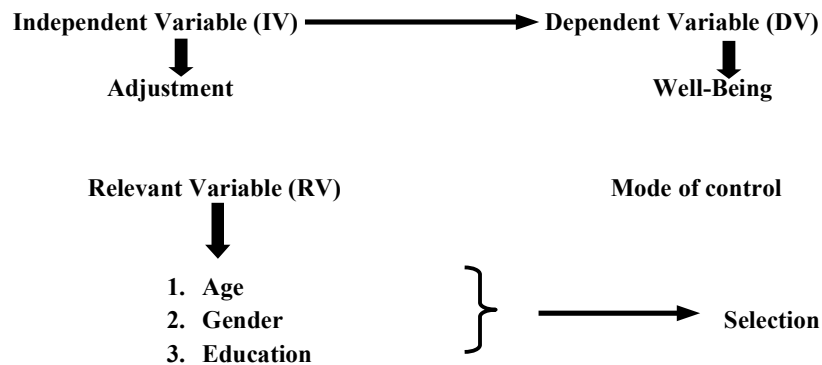
This study aims to find out the levels of association and differences among domains of Well-Being, factors of Adjustment on the basis of Gender and Educational level.

The hypotheses regarding the study are stated below –

- HO1: There will be no significant difference between domains of Well-Being and Gender.
- HO2: There will be no significant difference between factors of Adjustment and Gender.
- HO3: There will be no significant difference between domains of Well-Being and Educational Level.
- HO4: There will be no significant difference between factors of Adjustment and Educational Level.
- HO5: There will be no significant correlation between domains of Well-Being and Gender.
- HO6: There will be no significant correlation between factors of Adjustment and Gender.
- HO7: There will be no significant correlation between domains of Well-Being and Educational Level.
- HO8: There will be no significant correlation between factors of Adjustment and Educational Level.
- HO9: There will be no significant correlation between domains of Well-Being and factors of Adjustment.

**Research Design**

**Impact upon**



**Tools Used**

**Psychological Well-Being Scale developed by Carol D. Ryff:** The Ryff's Psychological Well-Being (PWB) scale, used in this study in its medium form with 42 items, assesses six dimensions of well-being: autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance, using a six-point Likert scale from 1 (strongly disagree) to 6 (strongly agree).

**Bell's Adjustment Inventory:** The Bell Adjustment Inventory (BAI), initially created by H.M. Bell in 1934, was revised in 1968 by R.K. Ojha, resulting in the BAI-O. This version consists of four sections—home, health, social, and emotional—each containing 35 yes/no statements.

**Statistical Analysis:** After the scoring the total frequency were calculated. The mean and standard deviation (S.D) of the scores of psychological well-being and adjustment were computed. Further, to find out the relationship between psychological well-being and adjustment score the correlation were calculated. To find out the significance difference between psychological well-being and adjustment score t-test were calculated.

III. RESULTS AND INTERPRETATION

TABLE 1: Distribution of Mean and Standard Deviation (S.D) of respondents

	N	Mean	Standard Deviation
Gender	124	1.50	0.502
educational level	124	1.37	0.485
Age	124	21.79	2.380

Table 1 shows that the mean and SD for gender are 1.50 and 0.502 respectively; the mean and SD for educational level are 1.37 and 0.485 respectively; the mean and SD for age are 21.79 and 2.380 respectively. Thus, from this table it can be revealed that the mean and SD of age are higher than gender and educational level.

TABLE 2: Distribution of t-test for domains of Well-Being on the basis of Gender

Domains	Gender	N	Mean	Standard Deviation	t-value	p-value	Significant/Non significant
Autonomy	Male	62	27.50	5.500	0.102	>0.05	Non-significant
	Female	62	27.40	5.013			
Environmental mastery	Male	62	26.39	4.927	0.782	>0.05	Non-significant
	Female	62	25.71	4.723			
Personal growth	Male	62	29.68	6.251	0.928	>0.05	Non-significant
	Female	62	28.68	5.742			
Positive relations	Male	62	28.26	5.981	0.929	>0.05	Non-significant
		62	27.21	6.574			
Purpose in life	Male	62	27.15	4.665	-1.611	>0.05	Non-significant
		62	28.63	5.552			
Self-acceptance	Male	62	27.98	6.195	1.042	>0.05	Non-significant
		62	26.84	6.039			
Total	Male	62	166.95	23.492	0.593	>0.05	Non-significant
		62	164.47	23.188			

The t-values for autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance, all based on gender, are non-significant at the 0.05 level, leading to the acceptance of the null hypothesis for these six domains. The overall t-value across all domains is also non-significant.

TABLE 3 Distribution of t-test for domains of Well-Being on the basis of Educational Levels

Factors	Gender	N	Mean	Standard Deviation	t-value	p-value	Significant/Non significant
Family	Male	62	17.79	7.216	1.022	>0.05	Non-significant
	Female	62	16.53	6.470			
Health	Male	62	12.81	6.871	-0.288	>0.05	Non-significant
	Female	62	13.13	5.526			
Social	Male	62	19.95	5.612	2.558	>0.05	Non-significant
	Female	62	17.53	4.895			
Emotional	Male	62	17.44	7.509	-0.462	>0.05	Non-significant
	Female	62	18.06	7.650			
Total	Male	62	67.98	20.653	0.768	>0.05	Non-significant
	Female	62	65.26	18.818			

The analysis shows that the t-values for family (1.022), health (-0.288), social (2.558), and emotional (-0.462) factors are all nonsignificant at the 0.05 level, leading to the acceptance of the null hypothesis for these variables, with a total t-value of 0.768.

**TABLE 4: Distribution of t-test for domains of Well-Being on the basis of Educational Levels**

Domains	Educational Levels	N	Mean	SD	t-value	p-value	Significant/Non significant
Autonomy	Under-graduation	78	27.73	5.965	0.771	>0.05	Non-significant
	Post-graduation	46	26.98	3.721			
Environmental master	Under-graduation	78	26.29	5.220	0.740	>0.05	Non-significant
	Post-graduation	46	25.63	4.068			
Personal growth	Under-graduation	78	29.10	6.089	-0.180	>0.05	Non-significant
	Post-graduation	46	29.30	5.906			
Positive relations	Under-graduation	78	27.33	6.090	-0.924	>0.05	Non-significant
	Post-graduation	46	28.41	6.605			
Purpose in life	Under-graduation	78	27.79	5.539	-0.258	>0.05	Non-significant
	Post-graduation	46	28.04	4.502			
Self-acceptance	Under-graduation	78	27.41	6.372	-0.002	<0.01	Significant
	Post-graduation	46	27.41	5.733			
Total	Under-graduation	78	165.67	24.400	-0.027	<0.05	Significant
	Post-graduation	46	165.78	21.504			

Table 4 indicates that the t-values for autonomy, environmental mastery, personal growth, positive relations, and purpose in life are non-significant at the 0.05 level, while self-acceptance shows significance at the 0.01 level. The overall t-value for the six domains is significant at the 0.01 level, leading to the rejection of the null hypothesis.

**TABLE 5: Distribution of t-test for factors of Adjustment on the basis of Educational Levels**

Domains	Educational Levels	N	Mean	SD	t-value	p-value	Significant/Non significant
Family	Under-graduation	78	17.01	6.781	-0.313	>0.05	Non-significant
	Post-graduation	46	17.41	7.045			
Health	Under-graduation	78	13.06	5.883	0.224	>0.05	Non-significant
	Post-graduation	46	12.80	6.797			
Social	Under-graduation	78	18.31	4.669	-1.172	>0.05	Non-significant
	Post-graduation	46	19.48	6.404			
Emotional	Under-graduation	78	17.73	7.574	-0.037	<0.05	Significant
	Post-graduation	46	17.78	7.607			
Total	Under-graduation	78	66.12	18.791	-0.370	>0.05	Non-significant
	Post-graduation	46	67.48	21.400			

Table 5 indicates that the t-values for family, health, social, and total factors are non-significant at the 0.05 level, except for the emotional factor, which is significant. Therefore, the null hypothesis is rejected based on the educational level's impact.

**TABLE 6: Correlation Coefficient between dimensions of Well-Being and factors of Adjustment**

	Autonomy	Environmental mastery	Personal growth	Positive relations	Purpose in life	Self-acceptance	Family	Health	Social	Emotional
Autonomy	1	0.240**	0.423**	0.379**	0.281**	0.448**	-0.245**	-0.203*	-0.028	-0.147
Environmental mastery	0.240**	1	0.236**	0.267**	0.313**	0.381**	-0.169	-0.179*	0.042	-0.162
Personal	0.423**	0.236**	1	0.416**	0.350**	0.597**	-	-	-0.035	-0.160

<b>growth</b>							0.342**	0.246**		
<b>Positive relations</b>	0.379**	0.267**	0.416**	1	0.289**	0.530**	-0.294**	-0.258**	-0.014	-0.228*
<b>Purpose in life</b>	0.281**	0.313**	0.350**	0.289**	1	0.316**	-0.292**	-0.099	-0.022	-0.118
<b>Self-acceptance</b>	0.448**	0.381**	0.597**	0.530**	0.316**	1	-0.442**	-0.216*	0.060	-0.293**
<b>Family</b>	-0.245**	-0.169	-0.342**	-0.294**	-0.292**	-0.442**	1	0.387**	0.287**	0.464**
<b>Health</b>	-0.203*	-0.179	-0.246**	-0.258**	-0.099	-0.216*	0.387**	1	0.424**	0.535**
<b>Social</b>	-0.028	0.042	-0.035	-0.014	-0.022	0.060	0.287**	0.424**	1	0.450**
<b>Emotional</b>	-0.147	-0.162	-0.160	-0.228*	-0.118	-0.293**	0.464**	0.535**	0.450**	1

Table 6 reveals significant negative correlations between various well-being factors and family or health, with self-acceptance showing the strongest negative correlation with family ( $r = -0.442$ ) and personal growth also notably impacting both domains. Overall, higher autonomy, environmental mastery, and positive relations are associated with lower levels of family support and health.

The analysis yielded the following conclusions:

- No significant gender differences were found in the domains of well-being or adjustment factors.
- A significant difference was observed in self-acceptance well-being based on educational level.
- There was also a significant difference in emotional adjustment factors related to educational level.
- No significant correlations were identified between well-being domains and gender, or between well-being domains and educational levels.
- However, a significant correlation was found between social adjustment factors and gender, as well as between domains of well-being and adjustment factors.

In summary, while gender does not significantly impact well-being or adjustment, educational level plays a role in self-acceptance and emotional adjustment. Additionally, there are significant correlations between social adjustment factors and gender, and between well-being domains and adjustment factors.

**REFERENCES**

[1] Armsden, G. C., & Greenberg, M. T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16(6), 427–454.

[2] Baker, S. R. (2004). Intrinsic, extrinsic, and motivational orientations: Their role in university adjustment, stress, well-being, and subsequent academic performance. *Current Psychology*, 23(3), 189–202.

[3] Brillon, P., Dewar, M., Paradis, A., & Philippe, F. (2023). Associations between self-care practices and psychological adjustment of mental health professionals: A two-wave cross-lagged analysis. *Anxiety, Stress, & Coping*, 36(5), 603–617.

[4] Can, A., Poyrazli, S., & Pillay, Y. (2021). Eleven types of adjustment problems and psychological well-being among international students. *Eurasian Journal of Educational Research*, 91(1), 1–20.

[5] Çardak, M. (2013). Psychological well-being and internet addiction among university students. *Turkish Online Journal of Educational Technology*, 12(3), 134–141.

[6] Cooke, R., Bewick, B. M., Barkham, M., Bradley, M., & Audin, K. (2006). Measuring, monitoring and managing the psychological well-being of first year university students. *British Journal of Guidance & Counselling*, 34(4), 505–517.

[7] Dandan, B., & Xinying, L. (2021). Psychological flexibility profiles, college adjustment, and subjective well-being among college students in China: A latent profile analysis. *Journal of Contextual Behavioral Science*, 20, 20–26.

[8] García-Mendoza, M. D. C., Parra, A., Sánchez-Queija, I., & Freijo, E. B. A. (2020). Emotional autonomy and adjustment among emerging adults: The moderating role of family relationships. *Scandinavian Journal of Psychology*, 61(3), 380–387.

- [9] Gebre, A., & Taylor, R. D. (2017). Association of poor kin relations, college adjustment, and psychological well-being among African American undergraduates. *Journal of Child and Family Studies*, 26(1), 158-168.
- [10] Hall, C. W., Row, K. A., Wuensch, K. L., & Godley, K. R. (2013). The role of self-compassion in physical and psychological well-being. *The Journal of Psychology*, 147(4), 311-323.
- [11] Hazan, L. B., & Miller, P. (2019). The role of psychological capital in academic adjustment among university students. *Journal of Happiness Studies*, 20(1), 51-65.
- [12] Hazan Liran, B., & Miller, P. (2019). The role of psychological capital in academic adjustment among university students. *Journal of Happiness Studies*, 20(1), 51-65.
- [13] Jung, E., Hecht, M. L., & Wadsworth, B. C. (2007). The role of identity in international students' psychological well-being in the United States: A model of depression level, identity gaps, discrimination, and acculturation. *International Journal of Intercultural Relations*, 31(5), 605–624.
- [14] Lee, R. L. T., & Loke, A. J. T. Y. (2005). Health-promoting behaviors and psychosocial well-being of university students in Hong Kong. *Journal of Nursing Management*, 22(3), 209–220.
- [15] Mustafa, M., Mat Rani, N. H., & Bistamam, M. N. (2020). The relationship between psychological well-being and university students' academic achievement. *International Journal of Academic Research in Business and Social Sciences*, 10(7).
- [16] Perez, J. A. (2012). Gender differences in psychological well-being among Filipino college student samples. *International Journal of Humanities and Social Science*, 2(13), 1-12.
- [17] Sanagavarapu, P., & Abraham, J. (2021). Validating the relationship between beginning students' transitional challenges, wellbeing, help-seeking, and their adjustments in an Australian university. *Journal of Further and Higher Education*, 45(5), 616628.
- [18] Shek, D. T. (1997). Family environment and adolescent psychological well-being, school adjustment, and problem behavior: A pioneer study in a Chinese context. *The Journal of Genetic Psychology*, 158(1), 113–128.
- [19] Shim, S. S., Wang, C., Makara, K. A., Xu, X.-G., Xie, L.-N., & Zhong, M. (2017). College students' social goals and psychological adjustment: Mediation via emotion regulation. *Journal of College Student Development*, 58(8), 1237–1255.
- [20] Siddique, C. M., & D'Arcy, C. (1984). Adolescence, stress, and psychological well-being. *Journal of Youth and Adolescence*, 13(6), 459–473.
- [21] Varma, P. S., Cheaskul, U., & Poonpol, P. (2018). The influence of parenting styles on academic adjustment and psychological well-being among Thai university students mediated by internet addiction and self-regulation: A path model. *Journal for Leadership and Instruction*, 17(2), 13–24.
- [22] Verzeletti, C., Zammuner, V. L., Galli, C., & Agnoli, S. (2016). Emotion regulation strategies and psychosocial well-being in adolescence. *Cogent Psychology*, 3(1), 1-13.
- [23] Viejo, C., Gómez-López, M., & Ortega-Ruiz, R. (2018). Adolescents' psychological well-being: A multidimensional measure. *International Journal of Environmental Research and Public Health*, 15(10), 2325.
- [24] Viejo, C., Ortega-Ruiz, R., & Sánchez, V. (2015). Adolescent love and well-being: The role of dating relationships for psychological adjustment. *Journal of Youth Studies*, 18(9), 1219–1236.
- [25] Wintre, M. G., & Yaffe, M. (2000). First-year students' adjustment to university life as a function of relationships with parents. *Journal of Adolescent Research*, 15(1), 9–37.