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# Psychological well-being and academic performance in university students

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The objective of the research was to relate psychological well-being and academic performance in new students of the degree in Psychology of the Tejupilco Professional Academic Unit dependent on the Autonomous University of the State of Mexico during the period 2019B, the population consisted of 95 students of both sexes. To describe psychological well-being, the Ryff scale adapted to the Spanish population was applied, which measured self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose in life and personal growth; the academic performance was obtained from the academic trajectory of each student. The information was processed with the SPSS statistical package, calculating percentages of the degree of psychological well-being and the Pearson correlation. For the dimensions of self-acceptance, positive relationships, purpose for life and personal growth, two out of 10 students had a low level. Regarding autonomy and mastery of the environment, three out of 10 students presented a low level. There is a statistically significant correlation ( $P \leq 0.05$ ) between the scales of self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose for life, personal growth, and academic performance.

**Keywords:** psychological well-being, academic performance, students, new admission, psychology.

## INTRODUCTION

Starting with the Greek philosophers Aristotle and Epicurus, the term eudaimonia was proposed to define happiness as the ultimate end of all actions and aspirations, within the mental and material, as a manifestation of the soul in certain actions, an affective state of full satisfaction that the individual experiences subjectively in possession of a desired good and the highest of man's faculties (Alarcón, 2006; Prados, 2002).

Historical events have experienced humanity and all of

them have directly affected their inhabitants from the emotional point of view. The disaster of World War II stands out. Some countries set out to promote strategies that would contribute to the well-being of their inhabitants. In this context, a movement arises from the Nordic countries that radiates to the south, the so-called welfare state, since then and until now, they have tried to achieve the well-being of their inhabitants (Vázquez and Hervás, 2009).

In a second moment, advances in medicine are presented, managing to reduce mortality and increase the life expectancy of the population. During the 1980s, a specific objective of medicine consisted not only in reducing diseases, but also in increasing the quality of life of patients and the population in general. Third, from the sociological field, the interest in investigating the well-being of the inhabitants began and has been increasing in recent years in the scientific context (Vázquez and Hervás, 2009).

In the scientific field, it is in the middle of the last century that a growing interest in the scientific analysis of well-being began to crystallize (Seligman, 2011).

Well-being has been the subject of interest in various disciplines and fields of psychology and has been related to happiness, quality of life and mental health, as well as personal and contextual variables. The influence on the definition of the concept comes from development and life cycle models, as well as from motivational models and positive psychology, as observed in the theoretical constructions, using the term of well-being because it is considered more neutral and because it avoids discussions regarding to its nature, especially related to religion, ethics and politics. However, the conceptual status of well-being continues to be part of a problem to be solved, especially from positions coming from psychoanalysis, in which the very concept of well-being is not accepted (Barra, 2010 and Ryff and Keyes, 1995).

Psychological well-being is a construct that has been widely studied in the field of psychology, often confused with constructs such as quality of life or mental health; However, his study in recent decades registers a definition, which indicates that it is the evaluation that the person makes of his life, in specific areas such as work, family, personal and partner. And an affective evaluation related to the frequency and intensity of positive and negative emotions. In 1998, through Seligman's initiative, it can be considered that a new sub-discipline, known as positive psychology, emerged, whose main object of study is happiness; This concept is not new within the field of psychology, since happiness and especially the optimal functioning of the human being, has already been the object of study (Ryff 1989).

The idea that positive psychology presents is the one that refers to scientific study. For this reason, it defines and makes use of new concepts that point to the theme of happiness. Because the concept of happiness has different meanings; Theorists within the field of positive psychology generated words such as psychological well-being and subjective well-being to refer with greater clarity and consensus to the different meanings, they also do so in an operational way, that is, in a way that can be measured. Psychological well-being indicates a set of functionalities (which come from the old model of the virtues to which Aristotle alluded); it refers to the areas and / or functions that are indicators of human development (Ryff, 1995).

In addition, the one proposed by Ryff, (1989); which mentions that there are several models on psychological well-being; the best known are that of Jahoda (1958) and

that of Ryan and Deci (2001), which indicates that there is no consensus on which functionalities psychological well-being should contemplate. Since ancient times, man has shown interest in the issue of well-being, but only a few decades ago, it has become a matter of scientific interest for psychology. Psychological well-being is part of health and its implication is manifested in each and every one of the dimensions that constitute the human: social relations, cognitions, feelings, physical health and spirituality.

There have been various contributions regarding psychological well-being, however, there is no definitive definition of the term, since this topic has been approached from different approaches, although special emphasis has been placed on the approach of Ryff (1989), which is considered one of the most complete, due to its multidimensionality.

It is important to highlight that when a person feels psychologically well, there is a greater display of their potentialities that will be reflected in their coexistence, work and life in general (World Health Organization, 1987; Álvarez, 2001; González, 2002). That is why studying psychological well-being is vital because it has a lot to do with human health. Mental health encompasses a wide range of activities directly and indirectly related to the component of psychological well-being included in the World Health Organization definition of health; which mentions that it is a complete state of physical, mental and social well-being; and not only the absence of diseases or illnesses. Psychological well-being is expressed in conducts in favor of maintaining health, both in its physical and mental manifestations (Victoria, 2000).

Psychological well-being develops through the life cycle, it is conceptualized as a goal directed to perfection that represents the development of the true potential of each person (Ryff, 1995).

Studies around psychological well-being are part of the eudaimonic aspect of happiness, which aims at updating the potential of the person. In this way, psychological well-being is closely linked to self-realization, which has to do with developing activities oriented to a greater purpose and consistent with oneself (Ryff, 1989).

For his part, Diener (1994) agrees that the equivalence between the terms well-being and happiness generates confusion due to the difficulty in defining them and in developing measurement techniques. Diener, reviews the hedonic and eudomonic perspectives and the derivation of the subjective well-being concept, which implies satisfaction with life, the presence of a positive state of mind and the absence of a negative state of mind (whose set determines happiness); it also includes the value assigned to goals, which is individual and culture-specific. For its part, the eudomonic perspective has differentiated happiness from well-being and proposes that achieving valued things does not always lead to well-being, regardless of the pleasure that achievement produces. It includes in its definition the realization of true individual potential and is framed in the psychology of positive functioning.

Díaz and Sánchez (2002) propose to organize the studies

in two traditions: that which addresses well-being from the concept of happiness (hedonic well-being), and that of the development of human potential (eudaimonic well-being).

In principle, the hedonic tradition conceives well-being as an indicator of quality of life based on the relationship between the characteristics of the environment and the degree of satisfaction experienced by people (Diener, 1994).

The tradition around eudaemonia or self-realization, had a great boost with the theory of motivation of Abraham Maslow or the full functioning of Rogers (Barra, 2010); both lie at the bottom of psychological well-being, which emphasizes capacity development and personal growth as indicators of positive functioning.

Thus, from the perspective of psychology, the concept of well-being, according to Díaz et al. (2006), has been approached around two basic dimensions: subjective well-being and psychological well-being that we They refer to the two traditions mentioned, the hedonic and the eudaimonic, respectively.

Ryff (1989), defined six dimensions of positive psychological functioning and later Ryff and Keyes (1995), raised a distinction between psychological well-being and subjective well-being and established that satisfaction in life can be an indicator of psychological well-being. The multidimensional model includes components related to human development: autonomy, self-acceptance, positive relationships with others, environmental mastery, purpose in life, and personal growth. In this model, psychological well-being develops through the life cycle, it is conceptualized as a goal in the development process directed to perfection that represents the development of the true potential of each individual.

The research by Öosterwegel and Oppenheimer (2002), confirm two of the dimensions raised by Ryff; Along the same lines, in several Latin American countries an instrument has been developed based on the Ryff dimensions, for adolescents and for adults (Castro, 2002).

Victoria (2000) treats psychological well-being and subjective well-being as synonyms, and they coincide with Ryff (1995), in the importance of the relationship between the expectations of individuals and the achievements in obtaining psychological well-being, since they affirm that when achieving objectives people feel competent.

Trying to define and sustain what well-being is, leads to entering a complex area, since there is no conceptual delimitation that allows the clarification of the term and its support. It involves trying to answer the perhaps oldest question of humanity: ¿What makes human beings happy?¿What makes them feel satisfied with their life? Despite being more than a scientific search, a genesis of multiple conflicts throughout personal and collective history, the issue of well-being has not been sufficiently addressed, and when they have, when trying to control and analyze all the variables that could intervene in the construct, the central variable has been lost, the true judgment of the matter: the human being (Castro, 2002 and Cuadra and Florenzano, 2003).

In an early stage of these studies, research focused on correlating well-being with demographic characteristics such as age, gender, income, and health. Currently, research is focused on understanding the processes that underlie well-being, that is, how each of these experiences, and the social conditions that facilitate or hinder their achievement. Well-being could make us think that it is limited to the mere fact of being well, understood, having all the basic needs resolved (Castro, 2002 and Victoria, 2000).

Csikssentmihallyi (1998), mentions that well-being is something close to the spiritual experience of the human being, finding the climax as a source of happiness, as the purely human; suggests that the spiritual alternative can be understood, as psychological, if it starts from the premise that happiness is a mental state that people can control cognitively: happiness could focus on the processes in which human consciousness uses its abilities.

Psychological well-being is not simply a happy life but is learning about the processes of living with its mixtures of sweet and sour flavors; a life that does not avoid pain, but quite the opposite, confronts it and gives it a constructive meaning to transform the painful and conflictive of life into something beautiful and worth living (Cuadra and Florenzano, 2003).

The conception of well-being has undergone several discussions regarding its definition. Research carried out in the last 10 years on the subject (Diener, 1994), has notably expanded what has been compiled on this construct.

Within this tradition, well-being was also defined in terms of satisfaction with life, that is, as the global judgment that people make of their life. This vision is long-term, since satisfaction is a judgment, a measure of a person's life and would include for a subject who has been a victim of violence, for example, the globality of their existence, before, during and after the traumatic experience. From this perspective, well-being has also been defined in terms of well-being in people displaced from happiness, that is, as the global balance of positive and negative affects that have marked life, caused by an immediate experience. In this case, the fundamental aspects of the subject's life and the affects caused by these situations would be taken into account (Diener, 1994).

For his part, Veenhoven (1995) comes to conceptualize well-being as natural biopsychological dispositions, he mentions that the natural biological state of the organism is health, in the psychological area that disposition constitutes well-being.

On the other hand, it is conceived that psychological well-being is the result of a close interaction between objective and subjective factors, between living conditions and aspirations, between goals and achievements, in the light of a certain time and social context (Victoria, 2000) , argues that without a doubt the way of life, the living conditions and the standard of living are sociological categories that are closely related to well-being. Likewise, it is proposed that psychological well-being arises from the balance between expectations and achievements, what they call satisfaction, in the areas of greatest interest to the human

being and that, in a generic way, they have been identified with work, family, health, material living conditions, interpersonal relationships and sexual and emotional relationships with the partner.

According to Díaz and Sánchez (2002), psychological well-being can be defined as the evaluation that people make of their life, it includes a cognitive dimension that refers to satisfaction with life as a whole or for specific areas, and another related affective with the frequency and intensity of positive and negative emotions, which through a complex interaction generate in the individual perceptions that cover a spectrum of experiences that goes from agony to ecstasy.

It is common to find the approach that psychological well-being is a state. The dictionary of the Spanish language (Spain 1995, cited in Victoria, 2000) defines well-being as the state of the human person, in which the functioning of his somatic and psychic activity is made sensitive. This definition, when proposing is made sensitive, wants to underline that the individual himself is made sensitive, that is, that he is experienced as he has felt or lived. By talking about the proper functioning of your somatic and physical activity, you are showing your identification with health. Consequently, it is a pleasant state of mind, a stable feeling that often accompanies the idea that life is satisfying, makes sense, and is worth living.

For their part, Cuadra and Florenzano (2003), mention that psychological well-being is not simply a happy life, but the processes of living with its mixtures of sweet and bitter flavors; a life that does not avoid pain, but quite the opposite, confronts it and gives it a constructive meaning to transform the painful and conflictive of life into something beautiful and worth living.

However, Blanco and Díaz (2005) raise the possibility that human beings have to be happy in a vacuum, without a fabric in which they can refer, because it cannot abstract from reality, much less forget the social context in which he is immersed. For this reason, the interest in studying social welfare arises. Thus, not only is the subject's particular experience taken into account, the affections that situations generate or his attempts to develop himself, but also what is related to his social nucleus and the way in which it is linked to others, whether they are members. from his family or the community in which he operates. The well-being concept is so open and polysemic that it is not very appropriate as an object of scientific inquiry. Therefore, it is preferable to use more precise and less controversial equivalents, such as psychological well-being or subjective well-being when carrying out an analysis of some components such as mood, emotions and judgments about satisfaction.

The study of well-being in the field of academic psychology has been late. Psychology has dealt with topics such as creativity, cooperation, intelligence, and a wide range of concepts. But there have been no real efforts to incorporate the scientific study of well-being and its conditioning factors until very recently (Seligman and Csikssentmihallyi 2000).

The scientific study of well-being and interest in this concept may have its origin in the concept of positive psychology, a term that arises as the new perspective of the psychology of the future defended by Seligman (2000), in the inaugural speech in the taking inauguration of the presidency of the American Psychological Association (APA) in 1998.

He developed a programmatic objective for the psychology of the future and proposed the term positive psychology to name this idea (Seligman and Csikssentmihallyi, 2000).

The theoretical and investigative development that has dominated psychology over time has focused on negative emotions, and human weakness in general, giving rise to a disciplinary framework biased towards the pathogenic, an aspect that has influenced the psychology is identified as psychopathology or psychotherapy (Vázquez, 2009).

As a result of this approach, almost exclusively pathological, psychology has developed some models of effective and efficient intervention for many psychological problems, to the detriment of advances in methods and strategies to reach and optimize the resources and strengths of individuals, aspects of the that no solid knowledge is currently available (Vázquez, 2009).

Apparently, this marked emphasis on the pathological was influenced by World War II, a period in which psychology consolidated itself as a discipline dedicated to the healing and repair of mental damage (Seligman, 2011).

However, before the war, the objectives of psychology were not only oriented towards the cure of mental disorders, but its actions should contribute to making people's lives more productive and fulfilling, which implied identifying and developing the talent and intelligence of people. After the war and due to different circumstances, these last objectives were slow, and psychology was dedicated exclusively to the treatment of mental disorder and alleviating human suffering (Seligman & Csikssentmihallyi, 2000).

In recent years, there has been a change in psychology research, which shows a tendency to address the positive and preventive variables instead of the negative and pathological aspects that are traditionally studied (Vera and Guerrero, 2003; Simonton and Baumeister, 2005).

Seligman and Csikssentmihallyi (2000), argue that one of the challenges for psychology in the coming years will be to dedicate more intellectual work to the study of the positive aspects of the human experience, to understand and strengthen those factors that allow people, communities and people to prosper. societies, to improve the quality of life and prevent pathologies that arise in adverse living conditions.

The objective of positive psychology is precisely to benefit this change in psychology, towards the development of people's strengths. In accordance with the above, the main prevention task in this decade will be to study and understand how these strengths and virtues benefit in children and youth, a fundamental element for the prevention of so-called mental disorders. The term positive

psychology was proposed by Seligman, who after dedicating much of his career to the study of learned helplessness and psychopathology, took a radical turn towards the study of what he called human strengths and virtues. His proposal was initially presented at the inaugural conference of his term as president of the American Psychological Association in 2000 (Seligman 2011).

However, the first approaches towards positive psychology date back to the late 1920s, with Watson's writings on the psychological care of infants, and at the end of the 1930s, with the work of Terman et al. On the talent of students, their academic environment and the psychological factors related to family happiness. Positive psychology is defined as the scientific study of human strengths and virtues, which allow adopting a more open perspective regarding human potential, their motivations and capacities, it also includes civic and institutional virtues that guide individuals to take responsibility for their community and promote characteristics to be a better citizen. Institutions that facilitate its development and programs that help improve the quality of life of individuals prevent or reduce the incidence of psychopathology (Seligman and Csikszentmihalyi, 2000).

The philosophical and later psychological tradition has led to evaluating concepts such as happiness, satisfaction with life, quality of life and optimism, among others. In a sense, many researchers have developed their lines of research based on two basic concepts: subjective well-being and psychological well-being. Starting from the premise that these concepts can be differentiated, but are closely related, as mentioned in the scientific literature that can be classified into two categories. Ryan and Deci (2001), conducted a review on research traditions in the field of well-being and classified them into two large groups: hedonic well-being and eudaimonic well-being. In the first group, there are jobs related to happiness and in the second those related to human potential.

A very important and relevant contribution to this research is that of Carol Ryff (1989), author of a cognitive-behavioral nature that links theories of optimal human development with positive mental functioning, Ryff is the author of the psychological well-being scale, the which was later adapted for Mexican samples by Patricia Balcázar in 2009.

Ryff, in turn, has conducted several investigations regarding psychological well-being. Ryff and Keyes (1995, cited in Díaz et al., 2006), express that psychological well-being is presented as a multidimensional construct, since it is a complex concept that has been used in a imprecise in relation to other topics. These authors differentiate psychological well-being by defining it as a subjective perception of a state or feeling.

For Ryff and Keyes, (1995) psychological well-being is based on the full realization of psychological potential. This construct is of fundamental importance in the humanist tradition. From a broader perspective and being one of the authors who has worked the most on the subject, Carol Ryff

(1989) refers to psychological well-being as the effort to perfect one's own potential, in this way it would have to do with life acquiring a meaning for oneself, with certain efforts to improve and achieve valuable goals; the central task of the people in his life is to recognize and perform to the maximum all their talents. I underline the responsibility of the individual to find the meaning of their existence even in the face of harsh or adverse realities.

For his part, Csikszentmihalyi (1998) considers that the world has progressed economically by great strides, however, this improvement in the material conditions of people is not reflected in emotional benefits. Aspiring to better material conditions and did not bring an improvement in the levels of well-being, quite the opposite. It seems that people who reach their financial goals do not seem to be happy. Which indicates that well-being is beyond having a life of comforts or material goods.

In this regard, Diener, Suh and Oishi (1997, cited in Garaigordobil, Aliri, Fontaneda, 2009) point out that initially, feeling good was associated with physical appearance, intelligence or money, but currently, as a result of various investigations in On the subject, it is known that psychological well-being is not only related to these variables but also to personal subjectivity.

There is a diversity of approaches to the concept of psychological well-being, which is due to the fact that this construct can encompass a wide range of components, among them mainly mental health, subjective well-being, happiness, quality of life and satisfaction with the life. Each of these terms considers multiple aspects in their definitions. Regarding the association of well-being with health, Taylor and Brown (1998) point out that, if health is defined as an integral category, it can be considered that psychological well-being is the psychological expression of it. Some contributions mention that for a person to feel healthy it is not enough that their biochemical and physiological indicators are within the statistically normal parameter.

Today, medical practice faces clinical and epidemiological problems related to violence, drugs, depression, suicide, all of which are directly related to psychological deterioration. From the negative angle of the disease as from the positive of health, the category of psychological well-being is necessary to address the psychological and social factors influencing the health and disease process. In this sense, psychological well-being is part of mental health, it has been shown that the absence of psychological well-being can have an influence on the appearance of diseases. Specifically, the low score in psychological well-being is related to a high presence of anxiety, depressive and somatic symptoms (Diener, Suh, Lucas, Smith, 1999).

For Taylor (1991, cited in Gonzáles, 2002), psychological well-being is part of health in its most general sense, and it manifests itself in all spheres of human activity. Thus, Taylor affirms that when an individual feels psychologically well, they are more productive, sociable and creative, they have a positive future projection, they instill happiness and happiness implies the ability to love, work, relate socially

and control the environment.

On the other hand, regarding the association of psychological well-being with subjective well-being, Ryan and Deci (2001 cited in Díaz et al., 2006) consider that the concept of well-being (well-being) has been specially studied in recent decades following two different approaches: subjective well-being and psychological well-being.

The first perspective considers that well-being consists of subjective happiness, and is related to the experience of pleasure (positive affect) when making a judgment about one's life (Diener, Suh, Lucas, Smith, 1999).

The second vision of the concept incorporates the constructural multidimensionality (Ryff, 1989). It is a fully functioning state of the individual.

Carol Ryff's point of view is related to the conception of well-being as a virtue, in the sense of the constant search for personal excellence. It can also be related to the notions of psychosocial adjustment and fulfillment of developmental tasks (Erikson, 1968).

Regarding the relationship between psychological well-being and happiness, Csikszentmihalyi (1998) and Lyubomirsky (2007) coincide in defining happiness as a mental state that people can control cognitively, a way of perceiving themselves and themselves. world, experience of joy and satisfaction. Likewise, it is important to mention that various investigations have been carried out in which it has been found that happiness provides benefits at a physical, mental, emotional and spiritual level (Argyle, 1992; Frederickson, (2002 cited in Seligman, 2011).

From the humanist perspective, Maslow (1975), gave it a psychological approach, described a person who lived experiences of happiness as someone integrated who fights less against himself, who is observant, experienced, intelligent, efficient, strong and pleasant, who is he feels fully functioning and organized, someone who uses all his capacities to the optimum degree and intensity. Happiness is spoken of as a higher state where the human being feels fulfilled.

Regarding the relationship between psychological well-being and quality of life, the latter arises from the result of the complex interaction between two factors: objective and subjective. The first are external conditions: economic, socio-political, cultural, environmental, which facilitate the full development of man. The second is called by the assessment that the subject makes of his own life based on his level of satisfaction. For García and González (2004), this last aspect is individual psychological well-being. From this perspective, it is considered that talking about quality of life includes the concept of well-being.

Regarding satisfaction with life, this refers to a global evaluation that the individual performs about his life. Judgments about satisfaction depend on the comparisons that the subject makes between the circumstances of his life and a standard that he considers appropriate (Pavot, Diener and Sandvik 1991, cited in Atienza, Pons, Balaguer and García, 2000).

In this research, the Ryff psychological well-being scale

(1989) adapted to the Spanish population by Díaz et al. (2006) was applied, which is made up of six dimensions:

self-acceptance, positive relationships with others, autonomy, environmental control, purpose in life and personal growth, described below: Self-acceptance is a central characteristic of optimal functioning and implies maturity that includes acceptance of oneself and the past life, as well as maintaining positive attitudes towards oneself.

Positive relationships with others involve the establishment of warm and trusting interpersonal relationships, the ability to love, to have strong feelings of empathy and affection for all human beings, to be able to form friendships and to fully identify with others, to form close unions with others (intimacy) and an orientation and direction towards them (generativity).

Autonomy refers in turn to an internal locus of evaluation, according to which the person evaluates himself according to his own personal standards, so he does not cling to collective fears, beliefs and laws, which consequently gives him a sense of freedom from the rules that govern life.

The environmental domain relates to the ability to choose or create environments suitable for oneself and also includes the ability to create or manipulate complex environments.

Purpose in life encompasses beliefs that give the feeling that there is purpose and meaning to life, as well as the need for goals, intentions, and a sense of direction, which contributes to the feeling that life is meaningful.

Finally, personal growth has to do with the continuous development of people's potential and with openness to experience.

Education is a process that continuously seeks to improve previous knowledge through the acquisition of new information to generate enriched knowledge that is reflected in the student's academic performance. Due to the aforementioned, the dependent variable in school education is academic performance or school achievement (Kerlinger, 1998).

Tawab (1997) points out that academic performance is a correspondence between the contents of the study programs and the student's effort to obtain it, which is the level of success of the school. Academic performance will be scientifically remedied when the relationship that exists between the work done by the teacher and the students, on the one hand, and education on the other, is found, that is, the intellectual and moral perfection achieved by them. When studying, academic performance is essential to consider the factors that intervene in it; At least as far as knowledge is concerned, there is the theory of intelligence that considers that academic performance is preferably due to intelligence; However, the truth is that even in the intellectual aspect of performance, intelligence is the only factor. When researching, the academic performance of students should be assessed environmental factors such as family, society and the school environment.

According to Cueto (2006), it is the achievement achieved

by the student in the teaching-learning process; relative to the educational objectives of a certain curricular program, registered in turn, in the curricular plan of an educational level or modality. Academic performance is linked to the level of knowledge shown by a student measured in an evaluation test, where, in addition to intellectual level, personality and motivational variables intervene, whose relationship with performance is not always linear, but is modulated by factors as level of education, sex, aptitude.

The Ministry of Education (2008) defines that performance is the level of knowledge expressed in a numerical grade obtained by a student as a result of an evaluation that measures the product of the teaching-learning process in which he participates. It is to achieve maximum efficiency at the educational level where the student can demonstrate their cognitive, conceptual, aptitude or procedural capacities. The achievement of the objectives results in passing or failing grades; If the objectives are not achieved, they are manifested through academic performance, based on an already established scale.

Cáceres and Cordero (1992) point out that academic performance goes beyond knowledge, encompassing aspects such as: abilities, skills, attitudes and values; they include the teaching-learning process, and consider other ways to identify the student who excels in performance in addition to evaluation. Both positions do not contemplate a critical analysis of what other agents and institutions contribute, such as social conditions, the family, the educational system and the school itself.

In addition, academic performance is operationally defined as the marks assigned by the teacher to the student, throughout an educational period and the teaching-learning process, whose foundation resides in previously established pedagogical concepts (Miljánovich, 2000).

García (2009), after carrying out a comparative analysis of various definitions of academic performance, concludes that there is a double point of view, static and dynamic, that concerns the subject of education as a social being. In general, academic performance is characterized, in its dynamic aspect it responds to the learning process, as such it is linked to the ability and effort of the student. In its static aspect, it comprises the product of the learning generated by the student and expresses an achievement behavior. Performance is linked to quality measures and valuation judgments. Performance is a means and not an end in itself, it is related to ethical purposes that include economic expectations, which makes necessary a type of performance based on the current social model.

For Lahoz (2002), it determines some conditioning factors in academic performance such as endogenous ones which are related to the psychological and somatic nature of the individual, manifesting in personal effort, motivation, predisposition, intelligence level, attitudes, emotional adjustment, adaptation to the group, family dynamics, chronological age, nutritional status, sensory deficiency, functional disturbances, physical health status, among others.

According to Ugarriza (1998), exogenous factors are all those factors that influence academic performance from the outside, consider the social factor that measures the level of knowledge, urban or rural origin, home composition, dedication to study. The educational factor that are the teacher's methodology, educational materials, bibliographic material, infrastructure, evaluation system, use of free time and study habits.

For Marchesi and Hernández (2003), they affirm that it is unfounded to argue that academic performance is influenced by a single factor. On the contrary, there are multiple concurrent and interacting factors, since students, because they live in society, are necessarily influenced by a series of endogenous and exogenous factors that will influence their performance. It should be noted that these factors influence academic performance, but one or more predominate over their performance and the emotional intelligence of the student and the influence of their closest environment, which are their parents (Guerra, 1993).

For all the above, the interpretations of academic performance attributed only to the student are unilateral and it is not possible to explain the complexity of this phenomenon through a single factor, it is necessary to incorporate several levels or dimensions in an attempt to explain the differences of each one of the exposed dimensions; how are the individual ones (interest in learning, learning strategies, nutrition and health, neurological development and intelligence); family (sociocultural level, moral, affective and economic support and value of knowledge); educational system (public spending, flexibility of the curriculum, attention to students at risk and teacher training); cultural socialization (school background, type of institution, school trajectory and material resources); teacher (have theoretical and practical knowledge about the subject they teach, generate a favorable climate for learning, use adequate methodology to teach and the use of evaluation) and educational center (culture, participation and autonomy).

Martínez and Otero (2007), stated the existence of certain factors that are associated with academic performance to a greater or lesser degree, among which the following stand out: intelligence, although most of the investigations find that there are positive correlations between intellectual factors and performance, It is necessary to clarify that the results in the intelligence or aptitude tests do not explain by themselves the success or failure of school, but rather the different learning possibilities that the student has. As is known, there are students who obtain high scores in the traditional IQ tests and whose school results are not especially bright, even in some cases they are negative To explain this situation or the reverse (schoolchildren with low scores and high performance) it is necessary to appeal to other aspects such as: personality or motivation. When these factors are considered, predictions about academic performance improve. Among the intellectual variables, the one that has the greatest influence on academic performance is verbal aptitude (oral and written comprehension and fluency). Linguistic competence has a

considerable influence on school results, since the verbal component plays a relevant role in learning. Nor should it be overlooked that every teacher, consciously or unconsciously, when evaluating takes into account how their students express themselves. Study habits and techniques, it is necessary that students are motivated and that they benefit from the effort involved in studying. Habits (constant practices of the same activities) should not be confused with techniques (procedures or resources). Both, however, contribute to the effectiveness of the study. On the one hand, the study habit is necessary if you want to progress in learning, which should make the most of the energy that the intentional and intensive practice of study demands through appropriate techniques.

Orellana (1999) has shown that study habits and techniques have a positive value in academic performance, even greater than intellectual aptitudes. The dimensions with the greatest capacity to predict school results are environmental conditions and study planning. Intellectual performance depends to a large extent on the environment in which it is studied: lighting, temperature, ventilation, noise or silence, as well as furniture, are some of the factors that influence the state of the organism, as well as in the student's concentration. At the same time, the planning of the study is important, especially with regard to the organization and the making of a schedule that allows to save time, energy and distribute the tasks without having to give up other activities.

According to Guerra (1993), the school climate depends on cohesion, communication, cooperation, autonomy, organization and, of course, on the teaching management style. In general, the type of teacher who is open to dialogue and close to the students is the one that contributes the most to the achievement of positive results and the creation of a training scenario oriented by cordiality. Better academic performance can be predicted for students who work in an environment governed by clear rules and in which cooperation is promoted, without neglecting autonomous work.

Also, the family climate influences the student both by the relationships that are established at home, as well as by intellectual and cultural stimuli, etc. that are offered, as well as the way of occupying free time. The family is the most important natural institution in the formation of every human being (García, 2005).

The social and recreational activities of the family are a good indicator of the influence that this institution exerts on the student's school performance. This means that it is beneficial to use your free time rationally, in a way that combines training and fun. From the perspective of this author, it would not be advisable to spend several hours each day in front of the television, and it is appropriate, to practice sports, go to the theater and the cinema, appreciate art, read, go on excursions, integrate into social groups.

Education is a process that continuously seeks to improve previous knowledge through the acquisition of new information to generate enriched knowledge that is reflected in the student's academic performance. Due to the

forementioned, the dependent variable in school education is academic performance or school achievement (Kerlinger, 1998).

Tawab (1997) points out that academic performance is a correspondence between the contents of the study programs and the student's effort to obtain it, which is the level of success of the school. Academic performance will be scientifically remedied when the relationship that exists between the work done by the teacher and the students, on the one hand, and education on the other, is found, that is, the intellectual and moral perfection achieved by them. When studying, academic performance is essential to consider the factors that intervene in it; At least as far as knowledge is concerned, there is the theory of intelligence that considers that academic performance is preferably due to intelligence; However, the truth is that even in the intellectual aspect of performance, intelligence is the only factor. When researching, the academic performance of students should be assessed environmental factors such as family, society and the school environment.

According to Cueto (2006), it is the achievement achieved by the student in the teaching-learning process; relative to the educational objectives of a certain curricular program, registered in turn, in the curricular plan of an educational level or modality. Academic performance is linked to the level of knowledge shown by a student measured in an evaluation test, where, in addition to intellectual level, personality and motivational variables intervene, whose relationship with performance is not always linear, but is modulated by factors as level of education, sex, aptitude.

The Ministry of Education (2008) defines that performance is the level of knowledge expressed in a numerical grade obtained by a student as a result of an evaluation that measures the product of the teaching-learning process in which he participates. It is to achieve maximum efficiency at the educational level where the student can demonstrate their cognitive, conceptual, aptitude or procedural capacities. The achievement of the objectives results in passing or failing grades; If the objectives are not achieved, they are manifested through academic performance, based on an already established scale.

Cáceres and Cordero (1992) point out that academic performance goes beyond knowledge, encompassing aspects such as: abilities, skills, attitudes and values; they include the teaching-learning process, and consider other ways to identify the student who excels in performance in addition to evaluation. Both positions do not contemplate a critical analysis of what other agents and institutions contribute, such as social conditions, the family, the educational system and the school itself.

In addition, academic performance is operationally defined as the marks assigned by the teacher to the student, throughout an educational period and the teaching-learning process, whose foundation resides in previously established pedagogical concepts (Miljánovich, 2000).

García (2009), after conducting a comparative analysis of various definitions of academic performance, concludes



that there is a double point of view, static and dynamic, that concern the subject of education as a social being. In general, academic performance is characterized, in its dynamic aspect it responds to the learning process, as such it is linked to the ability and effort of the student. In its static aspect, it comprises the product of the learning generated by the student and expresses an achievement behavior. Performance is linked to quality measures and valuation judgments. Performance is a means and not an end in itself.

Performance is related to ethical purposes that include economic expectations, which requires a type of performance based on the current social model.

For Lahoz (2002), it determines some conditioning factors in academic performance such as endogenous ones which are related to the psychological and somatic nature of the individual, manifesting in personal effort, motivation, predisposition, intelligence level, attitudes, emotional adjustment, adaptation to the group, family dynamics, chronological age, nutritional status, sensory deficiency, functional disturbances, physical health status, among others.

According to Ugarriza (1998), exogenous factors are all those factors that influence academic performance from the outside, consider the social factor that measures the level of knowledge, urban or rural origin, home composition, dedication to study. The educational factor that are the teacher's methodology, educational materials, bibliographic material, infrastructure, evaluation system, use of free time and study habits.

For Marchesi and Hernández (2003), they affirm that it is unfounded to argue that academic performance is influenced by a single factor. On the contrary, there are multiple concurrent and interacting factors, since students, because they live in society, are necessarily influenced by a series of endogenous and exogenous factors that will influence their performance.

It should be noted that these factors influence academic performance, but one or more predominate over their performance and the emotional intelligence of the student and the influence of their closest environment, which are their parents (Guerra, 1993). For all the above, the interpretations of academic performance attributed only to the student are unilateral and it is not possible to explain the complexity of this phenomenon through a single factor, it is necessary to incorporate several levels or dimensions in an attempt to explain the differences of each one of the exposed dimensions; how are the individual ones (interest in learning, learning strategies, nutrition and health, neurological development and intelligence); family (sociocultural level, moral, affective and economic support and value of knowledge); educational system (public spending, flexibility of the curriculum, attention to students at risk and teacher training); cultural socialization (school background, type of institution, school trajectory and material resources); teacher (have theoretical and practical knowledge about the subject they teach, generate a favorable climate for learning, use adequate methodology

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Orellana (1999) has shown that study habits and techniques have a positive value in academic performance, even greater than intellectual aptitudes. The dimensions with the greatest capacity to predict school results are environmental conditions and study planning. Intellectual performance depends to a large extent on the environment in which it is studied: lighting, temperature, ventilation, noise or silence, as well as furniture, are some of the factors that influence the state of the organism, as well as in the student's concentration. At the same time, the planning of the study is important, especially with regard to the organization and the making of a schedule that allows to save time, energy and distribute the tasks without having to give up other activities.

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work in an environment governed by clear rules and in which cooperation is promoted, without neglecting autonomous work.

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## METHODOLOGY

The general objective of this research was: to relate the psychological well-being and academic performance in new students of the degree in Psychology of the Tejupilco Professional Academic Unit dependent on the Autonomous University of the State of Mexico during the period 2019B.

The population was made up of 95 new students of the degree in Psychology of both sexes with ages ranging between 17 and 19 years, which come from rural communities, municipal capitals and cities with low to medium socioeconomic status. To describe the degree of psychological well-being, the Ryff scale (1989) adapted to the Spanish population by Díaz et al. (2006) was applied in a single moment, consisting of 39 Likert-type items (1 = totally disagree, 2 = disagree, 3 = almost disagree, 4 = almost agree, 5 = agree and 6 = totally agree), which measured the dimensions of self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose in life and personal growth; the instrument presents a Cronbach's alpha of 0.741; The information collected was processed with the statistical package SPSS see 22, to determine their level of psychological well-being, first the database was made per student and item, then the items were transformed to the inverse of the self-acceptance scales = 1, 7, 13, 19, 25 and 31, positive relationships with others = 2, 8, 14, 20, 26 and 32, autonomy = 3, 4, 9, 10, 15, 21, 27 and 33, mastery of environment = 5, 11, 16, 22, 28 and 39, the purpose in life = 6, 12, 17, 18, 23 and 24, personal growth = 24, 30, 34, 35, 36, 37 and 38; when his answer was 1 he corresponded to 6, 2 = 5, 3 = 4, 4 = 3, 5 = 2 and 6 = 1; then the minimum, maximum and percentile statistics (low, moderate and high) were determined, which were used to calculate frequencies and percentages and with this, their level of psychological well-being presented by the students was determined.

To know the academic performance of the new students

of the Psychology degree, the school control department of the Tejupilco Professional Academic Unit, dependent on the Autonomous University of the State of Mexico, was asked the academic trajectories of each student who participated in the answer. of the scale and these were provided to the researchers of this project. With both information, we proceeded to calculate the Pearson correlation with the statistical package SPSS see 20.

## RESULTS

Once the information was organized and processed, the following results were obtained:

For the self-acceptance dimension, 24.1% of the students presented a low level, 47.9% moderate level and 28% high level (Table 1).

Regarding the dimension of positive relationships with others, 23.3% of the students exhibited low level, 40% moderate level and 36.7% high level (Table 1).

Regarding the dimension of autonomy, 30.6% of the student population showed a low degree of psychological well-being, 41.3% moderate level and 28.1% high level (Table 1).

In relation to the dimension of mastery of the environment, the students expressed 30.6% low level, 39.3% moderate level and finally 30.1% high level (Table 1).

Regarding the dimension related to the purpose for life, 22.2% of the student population declared low level, 44.1% moderate level and 33.7% high level (Table 1).

For the personal growth dimension, it rose low, moderate and high levels with values of 24.1, 49.6 and 26.3% respectively (Table 1).

Relative to Pearson's correlation:

There is a statistically significant correlation ( $P \leq 0.05$ ) between the scales of self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose for life, personal growth and academic performance (Table 2).

## DISCUSSION

The relationship between the dimensions of psychological well-being and academic performance can be influenced by the place of origin, socioeconomic level, self-esteem and emotional state of each student.

Psychological well-being is a personal experience resulting from a cognitive process that positively evaluates the achievements obtained in the different spheres of life when comparing them with the aspirations and goals established by the individual throughout his life. This experience is also determined by affective states, expressing itself in an influence of positive emotional states.

The results obtained in this research may be influenced mainly by the academic and emotional performance

**Table 1.** Dimensions of psychological well-being in new students of the degree in Psychology

Dimension	Level of psychological well-being		
	Low (%)	Moderate (%)	High (%)
self-acceptance	24.1	47.9	28.0
positive relationships with others	23.3	40	36.7
autonomy	30.6	41.3	28.1
mastery of the environment	30.6	39.3	30.1
purpose for life	22.2	44.1	33.7
personal growth	24.1	49.6	26.3

Source: self made

**Table 2.** Correlation Coefficients between dimensions of psychological well-being and academic performance

Dimension of psychological well-bein	Academic performance	
	r	p
self-acceptance	0.143	0.043
positive relationships with others	0.150	0.045
autonomy	0.147	0.044
mastery of the environment	0.151	0.046
purpose for life	0.142	0.042
personal growth	0.152	0.047

Source: self made

presented by new students, since being part of the largest Public University in the State of Mexico with an antiquity of almost 200 years of history and prestige relevant both nationally and internationally, which is motivating for new students, for this reason students comply with the academic activities that teachers implement in each learning unit obtaining an academic performance greater than eight qualification points allowing to obtain automatic pass of the ordinary evaluation, which motivates the student to give their best effort and dedication, which is rewarded with the above.

The results of this research are similar to those reported by Carranza et al. (2017) in their research entitled Psychological well-being and academic performance in undergraduate psychology students; likewise Velásquez et al. (2008) in their research work called Psychological well-being, assertiveness and academic performance in San Marquinos university students; in the same way, Osornio-Castillo et al. (2011) in their research work referred to Psychological well-being, a predictor of academic performance in students of the medical surgeon career and finally Chávez (2006) in his research Psychological well-being and its influence on the academic performance of students of upper secondary levels; The authors cited above reported a statistically significant Pearson correlation ( $P \leq 0.05$ ) between psychological well-being and academic performance.

The knowledge generated in each investigation reaffirms that if students present high levels in their psychological well-being scales, it has a positive impact on their

academic performance.

The foregoing may have a relevant influence on the positive assessment made by each student in their life, since it provides a beneficial environment to develop or carry out academic activities or extra-class tasks, all of which is reflected in their academic performance.

Carranza et al. (2017), agree with the above, by mentioning that if students present a positive assessment in their life, it impacts their academic performance and therefore their academic performance.

Saura (1995) agrees when referring that people who value themselves positively manifest social affections, are more persistent and constant in achieving their goals, are more competitive and are more motivated, have less anxiety in difficult situations.

The self-acceptance dimension, that is, the student's perception of feeling good about himself predicts adequate academic performance. These results are similar to the findings of Chávez (2006) who found that there is a significant relationship between self-acceptance and academic performance in high school students from Colima, Colombia.

In this regard, Casullo (2002) points out that the assessment of limitations, mistakes and acceptance of them generates satisfaction for their personal attributes, this favors the student when they have to test their abilities in academic tasks. That is to say, that high levels of self-acceptance are better predictors of academic performance, it is clear that those students who accept themselves as they are, at an academic level, obtain more achievements in

life (Arancibia, Malters and Álvarez 1996). Similarly, Veliz-Burgos and Urquijo, (2012), indicate that the older the university life tends to show a greater positive perception of their individual abilities and these are capable of influencing academic performance.

The positive relationships dimension indicates that the student develops socially and the role they play in the group, whether in group work, adequately predicts their academic performance. In this sense, Moreno (2003) mentions that positive and trusting interpersonal relationships reduce stress and increase psychological well-being, which leads the student to carry out academic work in groups and meet new friends. Therefore, positive relationships are linked to social skills, which favors academic performance. The foregoing agrees with Acosta et al. (2015), indicating that this type of relationships and links favor the integral formation and human competence of students. Obviously, if there are no positive social relationships, social relationship problems can be generated, therefore, when working in a group, academic performance will be affected, since integral development through teamwork, in which everyone can contribute and be protagonists of development and academic achievement (Mondéjar et al., 2006).

The autonomy dimension reveals that the student, because he is himself, constitutes the point of reference for the achievement of his goals, which is evidenced through the academic performance that is demonstrated in the course of university study. Certainly, people who have security and autonomy predict adequate academic performance, having the ability to solve problems and skills for interpersonal relationships (Lluch, 1999). In accordance with this, in the PISA studies (2011), a direct correlation was found between the degree of autonomy and academic performance, thus demonstrating the importance of autonomy in the academic field.

Regarding the domain of the environment dimension; indicates that it is an ability to create or choose environments that are adapted to both personal abilities and needs. Alegre (2014) indicates that, if a student has the necessary tools and methods to learn and study, their academic performance will improve. Undoubtedly, in the course of academic training, the student acquires social skills that allow him to function well with himself and with other study companions in the environment which he develops, thus producing the ability to understand, motivate and work with those in his environment (Gallego, 2000).

The dimension of personal growth constitutes the objectives set towards a positive reference point in academic development. It is balanced that the person who develops on a personal level, can integrate their capacities towards a final goal through a certain sequence (Perinat, 2003). Well, as the student grows academically and personally, the student acquires the ability to solve problems in the face of difficult academic situations, showing himself ready to solve them, generating increasingly complex integral constructions about his

individual and social reality (Colmenares and Delgado, 2008).

The purpose in life dimension indicates the goals set by the student and must strive for their achievement. In other words, the life plan that the student has is of vital importance for the achievement of their goals, which predicts adequate academic performance. It is prudent that, in the current educational reality, the university student must be clear about what he wants to achieve in life because it is decisive for the achievement of his objectives, academic activities and set goals.

## Conclusions

According to the information collected in the field and automated in the SPSS, the following is concluded:

The new students of the Psychology degree showed an average degree of low psychological well-being in a little more than a third of the population, that is, 3 out of 10 students showed this behavior.

It is necessary to improve through workshops-courses the dimensions of positive relationships with others, autonomy and mastery of the environment, since they present a low level in a ratio of 10: 4.

The academic performance of new students of the Psychology degree significantly benefited with the dimensions of self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose for life, personal growth.

Make known the results to their teachers who teach them to implement academic strategies that improve their performance in the classroom.

## Conflict of interests

The authors declare that they have no conflict of interests.

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