

Psychological Well-being of Higher Education Students

Shazia Nausheen^{1*}, Dr. Debasri Banerjee²

ABSTRACT

In recent years, increasing academic demands, competitive environments, social transitions, and emerging global challenges have heightened concerns regarding students' mental and emotional health. Psychological Well-being has therefore become a significant area of study for educational researchers. Psychological Well-being is a crucial determinant of academic success, personal development, and overall quality of life among higher education students. This review, therefore, aims to synthesise existing literature on the Psychological Well-being of higher education students, highlighting its importance, the factors influencing the construct and the employment of coping strategies beneficial for its maintenance. It's a comprehensive review meant to develop a better understanding of the construct through its determinants.

Keywords: *Wellbeing, Psychological Wellbeing, University Students, Mental Health*

The globalised world of the 21st century has brought innumerable facilities, developments, progress, innovations and inventions etc. in almost every aspect of human life. This is the reason why it's impossible to remain unaffected by anything and everything that is happening around the world, be it at the social, political, cultural, intellectual, environmental or any other sphere of life. The information society of the 21st century comes with its own set of pressures and stress that every individual, regardless of their age, has to deal with in order to move ahead and keep up with the change. Adjustment has thus become a difficult task to be actively carried out by people rather than being an ongoing process of life. The pressure and stress that the continually changing life pattern creates has led intellectuals to think about a general yet significant concept, i.e. Well-being.

Well-being, in general, is about feeling well. It refers to the overall experience of an individual relating to their life and surroundings that enables a good feeling in them and encourages them to enjoy life. Well-being can have as many types as the aspects of life. Davis (2019) identifies 5 major types of Well-being relating to the 5 main aspects of life, i.e., Emotional, Physical, Social, Workplace and Societal Well-being. Although there is no consensus over a single definition of well-being, it is, however, defined by its indicators like the presence of positive affect, absence of negative affect, life satisfaction, feeling purposeful, positive functioning, etc. The commonly accepted types of positive well-being, as suggested by many researchers, are Emotional Well-Being, Psychological Well-being and Social Well-Being. Each of these indicators subsumes overlapping and interrelated

¹PhD Scholar, Department of Education, University of Calcutta, India, West Bengal.

²Professor, Department of Education, University of Calcutta, India, West Bengal.

*Corresponding Author

Received: March 06, 2026; Revision Received: March 23, 2026; Accepted: March 27, 2026

Psychological Well-being of Higher Education Students

constructs while maintaining a subtle distinction in their approach and focus. Another approach to viewing Well-being is from the hedonic and eudemonic perspectives. Subjective/Hedonic Well-being is based on the idea of a person's own assessment of his/her quality of life. On the other hand, Psychological/Eudemonic Well-being relates to a person's striving towards fulfilment in life. It denotes the characteristics that make a person in charge of not only his own life and life circumstances, but also his surroundings.

Objectives

- To understand the concept and importance of Psychological Well-being in the context of higher education.
- To bring out the factors which enhance or mar the Psychological Well-being of students of higher education.
- To understand the employment of coping strategies in maintaining the Psychological Well-being of students of higher education.

Psychological Well-being

Psychological Well-being refers to the conceptual or cognitive experiences of an individual involving his/her choices and activities undertaken to achieve physical vitality, mental stability, satisfaction with self and others and a sense of accomplishment.

Ryff (1995) adopted a multidimensional approach in understanding Psychological Well-being, borrowing from Erikson's psycho-social stages of development, Allport's formulation of maturity, Maslow's concept of self-actualisation, Jung's account of individualization and Roger's proposition of a fully functioning person. He thus proposed a 6-dimensional model of assessing Psychological Well-being. The 6 dimensions being: Self-Acceptance, Personal Growth, Purpose in Life, Positive Relation with others, Environmental Mastery and Autonomy. However, researchers like Christopher (1999) challenge the cross-cultural comparability of Ryff's scale of Psychological Well-being based on the above mentioned 6 dimensions. Samman (2007) adds that the obscurity over the indication that the presence of various combinations of the six constructs makes it difficult to adopt in every study relating to Psychological Well-being. Following this, many studies are based on a different measuring factor of Psychological Well-being.

Psychological Well-being and Higher Education: Role and Significance

Higher education is a tertiary education level, also called post-secondary education, which is specifically designed to produce qualified human resources. The quality of higher education is therefore often described as the backbone of development. Higher education being imparted at universities or similar large institutions with a multi-dimensional structure of learning poses immense pressure and requires constant adaptation to strike a balance between needs and demands. In a narrative review on the Well-being of students, Li (2025) expressed academic experiences and demands as one of the three influencing factors of Psychological Well-being, tying the knots between academic stress, excessive workload, time pressure, and academic competition and burnout, depression, dropout intentions and diminished Well-being. However, it is also true that experiences which may be challenging, difficult, complex and even transformative for the students often prove to be the most powerful learning agents. But handling such experiences requires certain positive psychological attributes such as self-esteem, self-confidence, intrinsic motivation, goal orientation, etc. Successful transformation of complex experiences into learning allows integration with personality, resulting in overall Psychological Well-being, which is found to play a mediating role in reducing the impact of burnout on academic anxiety (Li et al.,

2025). On the flip side, the inability to cope with psycho-socio-environmental demands, which come hand in hand with learning opportunities in higher education, may create serious mental health issues arising from simple anxiety or regular stress, if ignored. Bewick et al. (2010) concluded university as the time of heightened distress, after investigating the Psychological Well-being of undergraduate students at a UK university at both pre-registration and post-registration levels. This conclusion is based on the results of their study, where an increase in psychological distress of students at the pre- to post-registration level was observed. Psychological Well-being reflects a person's ability to resist negative affects by being aware of one's thoughts and feelings, understanding the demands of the situation and then channelising one's behaviour in accordance with one's values. The active measures adopted by the students, reflected in their Psychological Well-being, may not only produce attitudinal changes and influence students' career outcomes but also be beneficial for the community and society at large, as Psychological Well-being is connected to perceived performance, learning goal-orientation, delayed gratification and self-regulated learning (Moreno-Montero et al., 2024). The connection between Psychological Well-being and students' behaviour outcomes finds evidence in the study of Salami (2010). He investigated Emotional Intelligence, Self-Efficacy and Psychological Well-being in association with student behaviour and attitude. After studying 242 college students of education and analysing the data through hierarchical regression, he found Emotional intelligence, Self-Efficacy and factors of Psychological Well-being to be significant predictors of students' behaviour and attitude. Hupert (2009) also suggested a positive connection between Psychological Well-being and cognitive outcomes, while Mazzucchelli and Purcell (2015) concluded that the university context contributes significantly to students' Well-being. It is thus imperative to understand the Psychological Well-being from an academic perspective to acquire a complete picture for evaluation of an educational system meant to enrich students' integrated personality and not some fragmented aspects of it in isolation from the whole.

Factors Affecting Psychological Well-being

Physio-Biological Factors

- **Gender:** The biological distinction between male and female is most often considered as a factor affecting the social roles, societal expectations, perceptions and situational understanding of a person. It is therefore the most widely explored demographic factor in all types of research. With respect to Psychological Well-being, many researchers highlight the gender difference in their studies. Ludban and Gitimu (2015), while investigating factors affecting the Psychological Well-being of college students, found gender to be a differentiating factor. Siddiqui (2015) also found, in his study of undergraduate university students, a significant difference in the Psychological Well-being of male and female students. In the study of Ratanasiripong and Wang (2011), gender affected participants' social difficulties. The studies conducted by Anushri et. al. (2014) and Udhayakumar & Illango (2018) on undergraduate university students found differences in the overall Psychological Well-being of males and females. Thus, it seems significant to have diverse techniques of promoting positive psychological traits in students so that they may suit the gender variation. However, there are also some studies that did not find any significant difference between the Psychological Well-being of male and female students (Moghe & Mishra, 2024; Nausheen & Banerjee, 2021a).
- **Age/ Experience/ Year of Study:** Ludban and Gitimu (2015) found age to have an impact on Psychological Well-being . Age, although only a number in literal terms, implicitly highlights greater experience and higher maturity. In other words, age

Psychological Well-being of Higher Education Students

represents the physiological growth of a person; however, its real implication lies in the reflection of experiences that the person may have acquired and learned from and which may have resulted in their reorganisation, modification and integration of cognitive and personality traits. With regards to students, this experience is reflected in the year of study; however, the impact may differ with different courses and patterns of study. In the case of nursing students, Smith and Yang (2017) found the final year students to have impaired Psychological Well-being while investigating its relation with resilience and stress, similar to the findings of Wan et al. (2025), where 1st year and urban students exhibited higher levels of Psychological Well-being. Contrarily, Liu et al. (2019) found scores of depression, anxiety and stress being highest in 1st and 2nd year students in an undergraduate course, which is similar to the findings of Bewick et. al. (2010), where strain on Psychological Well-being of undergraduate university students appeared more in semester 1 than 2.

- **Physical Vitality/ Health Values:** A healthy body produces a healthy mind, which is generally believed to be true for all people. In light of the concept of psychosomatic disorders, the significance of psychological traits and their effects on physical health are highlighted. This shows the harmony between one's physical and mental health and the impact of one on the other and vice versa. The evidence for this harmony appears in the results of the study by Burris et al. (2009), which identified health values to be positively associated with Psychological Well-being, along with other factors. Similarly, Garcia and Queralt (2011) observed that university students having higher leisure-time physical activity rated higher subjective vitality.

Psycho-Social Factors

- **Positive affect:** Positive affect refers to a person's propensity to experience positive emotions and interact with others and with life's challenges in a positive way. The study finds resilience, optimism and self-efficacy as the most influential factors in promoting positive affect and thereby being a significant contributor to Psychological Well-being in students. Burris et al. (2009) found a positive association between optimism and Psychological Well-being of university students. Soury and Hasanirad (2011) observed, in their study involving students of medicine, that resilience significantly predicted Psychological Well-being while optimism played a minor mediation role in the relationship between the two. Siddiqui (2015) studied undergraduate university students and found a significant influence of self-efficacy on Psychological Well-being. A significant positive relation between optimism, self-efficacy and Psychological Well-being was observed by Khosroshahi and T. (2012) while investigating the relationship between social anxiety, optimism, self-efficacy and Psychological Well-being among university students. Schmidt and Umans (2014) highlighted self-knowledge and self-perception as internal factors affecting the Psychological Well-being of female doctoral students. Factors of dispositional resilience exhibited significant correlation with factors of Psychological Well-being of university students in the study of Sagone and Caroli (2014). Li and Hasson (2020) conducted a systematic review synthesising evidence relating to the interaction between resilience, stress and Well-being, focusing on undergraduate nursing students. Interaction between the three variables was found to be high in the study.
- **Negative affect:** In contrast to positive affect, negative affect involves negatively experiencing the world; feeling negative emotions and negativity in relationships and surroundings. Thus, people having high negative affect tend to be prone to weaker

Psychological Well-being of Higher Education Students

Psychological Well-being as observed by researchers. Research literatures highlight depression, stress, and anxiety, notably affecting the Psychological Well-being of students of higher education. The results of the study by Liu et al. (2009) established a moderate negative correlation between depression and anxiety and all 6 dimensions of Psychological Well-being among university students. Khosroshahi and T (2012) also found a significant negative correlation between social anxiety and Psychological Well-being. In the study of Li and Hasson (2020), low stress predicted the Well-being of students.

- **External Support:** The socio-emotional support received by a person from family, friends, and peers works wonders in reducing the impact of negative affect in one's life, and it's evident from the study conducted by Martinez et al. (2013) on doctoral students to analyse how they maintain school-work-life balance. Students in the study reported support from family, friends and institution to be of great benefit and thus, single students in the study appeared to be more stressed than those with family or having other dependants. Moreno-Montero et al. (2024) cited research suggesting that the use of cognitive restructuring and/or social support is related to high levels of Psychological Well-being among university students. A similar conclusion was emphasised by Schmidt and Umans (2014) while studying female doctoral students' Well-being. The study recognised support from family, peers, supervisor and scholarly community as pertinent mediating factors of Well-being, matching the findings of Ludban and Gitimu (2015). Thus, a healthy team climate and a balanced academic environment foster greater academic engagement, thereby boosting Well-being (Li, 2025; Hooda & Choudhary, 2021).

Coping Strategy and Psychological Well-being

Coping strategy relates to an action, a series of actions, or a thought process used in meeting a stressful or unpleasant situation or in modifying one's reaction to such a situation. The style of coping not only varies but also works differently for different individuals. Contrary to defence mechanisms, coping strategy involves a conscious and direct approach to problems and thus relate directly to an individual's Psychological Well-being. Building upon this connection, Freire et al. (2016) studied the possible role of Psychological Well-being as a determinant of coping strategies in the academic context. The study recognised positive reappraisal, support seeking and planning as the three styles of coping strategy and observed that higher Psychological Well-being showed higher usage of the three coping strategies. Gender difference was also observed in the choice of coping strategy employed by university students. Moreno-Montero et al. (2024) analysed the mediating role of coping strategies in the relationship between psychological capital and Psychological Well-being. Psychological capital was found to be a direct positive predictor of adaptive coping strategies as well as Psychological Well-being and a direct negative predictor of maladaptive coping strategies. The correlational study on resilience, Psychological Well-being, and coping strategy by Sagone and Caroli (2014) establishes the connection between positive affect and coping style in association with Psychological Well-being. Utilising the COPE inventory, the study found that a positive attitude correlated positively with strategies of reinterpretation and problem solving, while helplessness/ alienation positively correlated with avoidance. Also, Psychological Well-being correlated negatively with avoidance strategy and positively with problem-solving strategy. A similar conclusion was arrived at in the study of Nausheen and Banerjee (2021b), which assessed the Psychological Well-being of the students corresponding to the style of coping strategy employed by them. The study found three styles of coping, i.e. help-seeking, problem solving and ignoring, and the Psychological Well-being score was found to be highest among the help-seekers, followed

Psychological Well-being of Higher Education Students

by problem solvers. Approach type coping strategies are related to good academic, physical and psychological adjustments, while avoidant coping strategies may involve maladaptive consequences for students (Moreno-Montero et al., 2024). Thus, this intimate connection between Psychological Well-being and coping strategies suggests that Well-being cannot be understood and promoted without analysing and incorporating strategies relating to the coping mechanism.

CONCLUSION

In today's time of digitalisation and digital expansion, the world seems to have culminated in the palm of one's hand, but more of something often results in less of everything. The situational challenges arising from continuous rapid advancement can lead to weariness and exhaustion, resulting in stagnation in a person's life. For example, Cardak's (2013) study revealed the negative effect of internet addiction on Psychological Well-being and concluded that higher internet addiction is more likely to cause low Psychological Well-being. However, living in the world of relativity, negatives can always be turned into positives by simple modifications of certain elements. Lattie et al. (2019), in their study of digital mental health interventions, focusing on depression, anxiety and enhancement of Psychological Well-being, found 80% of the interventions being delivered via a website, and a majority of these interventions being either effective or partially effective. The same internet, the addiction of which may cause low Psychological Well-being when utilised as a digital mental health intervention, may elevate the same. The discussion of students' mental health and academic performance demands the inclusion of psychological constructs such as resilience and grit (Ganesh et al., 2023). Interventions that focus on the Psychological Well-being of students seem to be an effective step for mitigating burnout and academic achievement anxiety in students.

Psychological Well-being involves a continuous equilibration mechanism working internally in the context of psycho-socio-environmental factors. The equilibration mechanism often works automatically, where the mind adopts a suitable style of coping with the adversity at hand; however, with proper training and self-awareness, a person may develop a better strategy of coping and not resort automatically to what seems suitable. An example of this could be the adoption of several mental health courses by the University of Zurich, Switzerland, to combat mental health crises in students. These courses that help students build resilience are so high in demand that the number of registrations surpasses the actual course spots (Hall, 2024). This shows that not only is it important for students to understand the difference between the suitability and effectiveness of the coping style and its subsequent outcome, but it is more than important for teachers, educators and also institutional managements to acknowledge the requisition of promotion, through training, of strategic channelising of positive cognitive and emotional traits to develop one's own effective coping mechanism.

REFERENCES

- Anushri, M., Puranik, M., & Yashoda, R. (2014). Relationship between Psychological Well-being and perceptions of stress among undergraduate dental students in Bengaluru city: A cross-sectional study. *Journal of Indian Association of Public Health Dentistry*, 12(4), 283-292. doi:10.4103/2319-5932.147666
- Bewick, B., Koutsopoulou, G., Miles, J., Slaa, E., & Barkham, M. (2010). Changes in undergraduate students' psychological well-being as they progress through University. *Studies in Higher Education*, 35(6), 633-645. <https://doi.org/10.1080/03075070903216643>

Psychological Well-being of Higher Education Students

- Burris, J. L., Brechting, E. H., Salsman, J., & Carlson, C. R. (2009). Factors associated with the Psychological Well-being and distress of university students. *Journal of American College Health, 57*(5), 536–544. <https://doi.org/10.3200/jach.57.5.536-544>
- Cardak, M. (2013). Psychological Well-being and Internet Addiction among University Students. *Turkish Online Journal of Educational Technology - TOJET, 12*(3), 134–141. Retrieved from <https://eric.ed.gov/?id=EJ1016863>.
- Christopher, J. C. (1999). Situating Psychological Well-being: Exploring the Cultural Roots of Its Theory and Research. *Journal of Counseling & Development, 77*(2), 141-152. doi:10.1002/j.1556-6676.1999.tb02434.x
- Davis, T. (2019, January 2). What Is Well-Being? Definition, Types, and Well-being Skills [Web log post]. Retrieved from <https://www.psychologytoday.com/us/blog/click-here-happiness/201901/what-is-well-being-definition-types-and-well-being-skills>
- Freire, C., Ferradás, M. D., Valle, A., Núñez, J. C., & Vallejo, G. (2016). Profiles of Psychological Well-being and coping strategies among university students. *Frontiers in Psychology, 7*. <https://doi.org/10.3389/fpsyg.2016.01554>
- Ganesh, P., Krishna, N. S., & Srivastava, K. B. (2023). Impact of personal resources on Well-being of doctoral students in Indian higher academic institutions. *Educational and Developmental Psychologist, 41*(1), 58–73. <https://doi.org/10.1080/20590776.2023.2277457>
- Hall, S. (2024). How PhD students and other academics are fighting the mental-health crisis in science. *Nature, 631*(8021), 496–498. <https://doi.org/10.1038/d41586-024-02225-8>
- Hooda, M., & Choudhary, M. (2021). A study of mental health of Ph.D. students in relation to research environment and other demographic variables in Haryana state universities. *International Journal of Current Research and Review, 13*(15), 175–180. <https://doi.org/10.31782/ijcrr.2021.131536>
- Huppert, F. A. (2009). Psychological Well-being: Evidence Regarding its Causes and Consequences. *Applied Psychology: Health and Well-Being, 1*(2), 137–164. doi:10.1111/j.1758-0854.2009.01008.x
- Khosroshahi, J. B., & Abad T, T. H. N. (2012). The Relationship Between Social Anxiety, Optimism and Self-Efficacy with Psychological Well-being in Students. *Stud Med Sci, 23*(2), 115–122. Retrieved from <http://umj.umsu.ac.ir/article-1-1321-en.html>.
- Lattie, E. G., Adkins, E. C., Winquist, N., Stiles-Shields, C., Wafford, Q. E., & Graham, A. K. (2019). Digital Mental Health Interventions for depression, anxiety, and enhancement of Psychological Well-being among college students: Systematic review. *Journal of Medical Internet Research, 21*(7). <https://doi.org/10.2196/12869>
- Li H (2025) Students' wellbeing in positive higher education: conceptual frameworks and influencing factors. *Front. Educ.* 10:1607364. doi: 10.3389/feduc.2025.1607364
- Li, J., Li, Y., Li, K., Lipowski, M., Shang, Z., & Wilczyńska, D. (2025). Psychological wellbeing as a buffer against burnout and anxiety in academic achievement situations among physical education students. *Frontiers in Psychology, 16*. <https://doi.org/10.3389/fpsyg.2025.1562562>
- Li, Z.-S., & Hasson, F. (2020). Resilience, stress, and Psychological Well-being in nursing students: A systematic review. *Nurse Education Today, 90*, 104440. <https://doi.org/10.1016/j.nedt.2020.104440>
- Liu, Q., Shono, M., & Kitamura, T. (2009). Psychological Well-being, depression, and anxiety in Japanese university students. *Depression and Anxiety, 26*(8). <https://doi.org/10.1002/da.20455>

Psychological Well-being of Higher Education Students

- Liu, X., Ping, S., & Gao, W. (2019). Changes in undergraduate students' Psychological Well-being as they experience university life. *International Journal of Environmental Research and Public Health*, 16(16), 2864. <https://doi.org/10.3390/ijerph16162864>
- Ludban, M., & Gitimu, P. N. (2015). Psychological Well-being of College Students. *Undergraduate Research Journal for the Human Sciences*, 14.
- Martinez, E., Ordu, C., Sala, M. R., & Mcfarlane, A. (2013). Striving to Obtain a School-Work-Life Balance: The Full-Time Doctoral Student. *International Journal of Doctoral Studies*, 8. doi:10.28945/1765
- Mazzucchelli, T. G., & Purcell, E. (2015). Psychological and Environmental Correlates of Well-being Among Undergraduate University Students. *Psychology of Well-Being*, 5(6). doi: 10.1186/s13612-015-0033-z
- Moghe, S., & Misra, S. (2024). A Study on Psychological Well-being among University Students. *The International Journal of Indian Psychology*, 12, 2634–2643. <https://doi.org/DOI:10.25215/1201.241>
- Molina-García, J., Castillo, I., & Queralt, A. (2011). Leisure-time physical activity and Psychological Well-being in university students. *Psychological Reports*, 109(2), 453–460. <https://doi.org/10.2466/06.10.13.pr0.109.5.453-460>
- Moreno-Montero, E., Ferradás, M. del, & Freire, C. (2024). Personal Resources for Psychological Well-being in university students: The roles of Psychological Capital and Coping Strategies. *European Journal of Investigation in Health, Psychology and Education*, 14(10), 2686–2701. <https://doi.org/10.3390/ejihpe14100177>
- Nausheen, S., & Banerjee, D. (2021a). Psychological Wellbeing of Post-Graduate Students: A Comparative Study of Demographic Variables. *International Journal of Research and Analytical Reviews*, 8(1), 220–223.
- Nausheen, S., & Banerjee, D. (2021b). Linking Students' Coping Strategy with Psychological Well-being: A Study on Post-Graduate Students of Kolkata. In *Values and Ethics in the 21st Century* (pp. 228–235). chapter, Divya Prakashani. ISBN: 978-81-952845-4-2
- Ratanasiripong, P., & Wang, C.-C. D. C. (2011). Psychological Well-being of Thai nursing students. *Nurse Education Today*, 31(4), 412–416. <https://doi.org/10.1016/j.nedt.2010.08.002>
- Ryff, C. D., & Keyes, C. L. (1995). The structure of Psychological Well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. doi:10.1037/0022-3514.69.4.719
- Sagone, E., & Elvira De Caroli, M. (2014). A correlational study on dispositional resilience, Psychological Well-being, and coping strategies in University Students. *American Journal of Educational Research*, 2(7), 463–471. <https://doi.org/10.12691/education-2-7-5>
- Salami, S. O. (2010). Emotional Intelligence, Self-Efficacy, Psychological Well-being and Students' Attitudes: Implications for Quality Education. *European Journal of Educational Studies*, 2(3), 247–257.
- Samman, E. (2007). Psychological and Subjective Well-being: A Proposal for Internationally Comparable Indicators. *Oxford Development Studies*, 35(4), 459–486. doi:10.1080/13600810701701939
- Schmidt, M., & Umans, T. (2014). Experiences of Well-being among female doctoral students in Sweden. *International Journal of Qualitative Studies on Health and Well-being*, 9(1). doi:10.3402/qhw.v9.23059

Psychological Well-being of Higher Education Students

- Shamsul Siddiqui. (2015). Impact of self-efficacy on Psychological Well-being among undergraduate students. *International Journal of Indian Psychology*, 2(3). <https://doi.org/10.25215/0203.040>
- Smith, G. D., & Yang, F. (2017). Stress, resilience and Psychological Well-being in Chinese undergraduate nursing students. *Nurse Education Today*, 49, 90–95. <https://doi.org/10.1016/j.nedt.2016.10.004>
- Souri, H., & Hasanirad, T. (2011). Relationship between resilience, optimism and Psychological Well-being in students of medicine. *Procedia - Social and Behavioral Sciences*, 30, 1541–1544. <https://doi.org/10.1016/j.sbspro.2011.10.299>
- Udhayakumar, P., & Illango, P. (2018). Psychological Wellbeing among College Students. *Journal of Social Work Education and Practice*, 3(2), 79-89. Retrieved from https://www.jswep.in/uploads/3/1/7/2/31729069/030209_psychological_wellbeing.pdf
- Wan, J., Wee, L. H., Siau, C. S., & Wong, Y. H. (2025). Psychological Well-being and its associated factors among university students in Sichuan, China. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1473871>

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Nausheen, S. & Banerjee, D. (2026). Psychological Well-being of Higher Education Students. *International Journal of Indian Psychology*, 14(1), 2210-2218. DIP:18.01.222.20261401, DOI:10.25215/1401.222