The Psychology Of Adjustment And Well-being

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A theoretical model of psychological well-being that encompasses 6 distinct dimensions of wellness (Autonomy, Environmental Mastery, Personal Growth, Positive Relations With Others, Purpose in Life, Self-Acceptance) was tested with data from a nationally representative sample of adults (N = 1,108), aged 25 and older, who participated in telephone interviews. Confirmatory factor analyses provided support for the proposed 6-factor model, with a single second-order super factor. The model was superior in fit over single-factor and other artifactual models. Age and sex differences on the various w...
Poor adjustment and psychological well-being can also have negative effects on the first year students' academic performance. Although previous authors have documented high prevalence rate of health risk behaviors among South African students, there is a dearth of knowledge on the role of home/school transition. A study by Al-Daghri et al. (2014) indicated the rate of distress among first year university students to be alarming and attributed it to poor coping skills among the students. It is therefore evident that level/style of adjustment and psychological well-being in the first year of university life are important for mental health in the following years.
All components of the psychological well-being of secondary school graduates are formed at the average level, as evidenced by the comparison of average values and standard deviations of the obtained indicators with the normative data (Ryff, 1995). Figure 2 demonstrates that the values of 'autonomy' and 'self-acceptance' are somewhat lower. Despite these challenges, much has been written, within the field of psychology and outside it, regarding the contours of positive psychological functioning. Research into the psychological well-being of elderly persons tends to emphasize prior life satisfaction and mood as important predictors. Self-attributions, in terms of subjective memory and cognition, are also concurrent markers for adjustment and well-being. Beyond normal emotional fluctuations, the interrelationships between self-reports and performance become obvious in clinical depression. An inability in the depressed person to mobilize motivation will ultimately lead to deficient performance. Depression is all about culture so that moving to a school abroad meant adjusting a new culture. However, since I was used to the classroom culture of the United States and Europe, I found this new environment rather uncomfortable at first. Older children may find it harder to adapt, both to a new culture and to a new language, but since I was only ten years old, I settled in quickly. Due to such conditions, I would find it extremely difficult to manage my school schedule as well as my coursework. I had to attend weekly counseling sessions for treatment of psychological symptoms due to depression, anxiety and eating disorders. To be honest with you, I was desperate because I could not see myself living free of an eating disorder within one and a half years.
Adolescent psychological adjustment and well-being. by Molly. Implicit within a perspective of positive psychology is the assumption that environments can be promoted to foster individual strengths through a preventative focus and the development of positive institutions. Given that the development of positive institutions has direct implications for school psychology, this paper begins to draw attention to the potential of positive psychology within school systems. Throughout the paper, it is suggested that a focus on schools may serve as the nexus between the movement in positive psychology searching to promote positive human development and the insti. Poor adjustment and psychological well-being can also have negative effects on the first year students' academic performance. Although previous authors have documented high prevalence rate of health risk behaviors among South African students, there is a dearth of knowledge on the role of home/school transition. A study by Al-Daghri et al. (2014) indicated the rate of distress among first year university students to be alarming and attributed it to poor coping skills among the students. It is therefore evident that level/style of adjustment and psychological well-being in the first year of university life are important for mental health in the following years. 

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