



BEM-ESTAR PSICOLÓGICO NA ORGANIZAÇÃO ESCOLAR

María José Flores-Tena^{1*}

¹ University Porto 1;

(Received: 07 January 2024

Revised: 12 February 2024

Accepted: 06 March 2024)

KEYWORDS

1 adolescents;
autonomy; 2
Bem-Estar;
3emotional; 4
relationships ;
5ryff.

ABSTRACT:

Psychological well-being, we cannot help but think of a multidimensional construction, both of cognitive and emotional elements. Through his studies, Ryff (1995) identifies a series of dimensions that contribute greatly to our self-actualization: self-oil, mastery of the environment, positive relationships with others, autonomy, personal growth and purpose in life. our self-realization by analyzing the transformation of education and training of the person, building social contexts interacting with the rest of the adolescents which, in addition to the conflicts that occur in schools, imply challenges in school coexistence, trigger changes in self-esteem, aggression. behavior and even depression. The objective of the research is: to analyze the extent to which adolescents, after applying a specific program to improve their psychological well-being, see their autonomy, positive relationships, mastery of the environment and their life purposes reinforced. The sample was made up of students from the 1st to 4th year of ESO, with 250 students. The study aimed to analyze the Psychology of Well-Being in adolescents and determine how the Happy Classes program for Strengthening Personal Relationships and Emotional Autonomy can have a positive impact. Positive improvements in personal relationships and emotional autonomy were found in the results

Introduction

Affective relationships refer to the connection that individuals establish with others in emotional and psychology terms. These relationships are fundamental to people's emotional and psychology well-being and have a significant impact on their personal and psychology development.

Along with the conflicts that occur in schools, they involve challenges in school coexistence, triggering disturbances in self-esteem, aggressive behavior and even depression.

Adolescence is characterized as a period of life development between the ages of 10 and 15, with physical and intellectual transformation (Salas et al., 2017). Adolescents are characterized by different mood fluctuations at different times of the day, which involves behavioral problems (Echeverri, 2015). On the other hand, each person has different reactions to different similar situations (Messias, 2017).

A crucial aspect of personal identity formation is the development of personal self-acceptance. Briefly, self-acceptance is defined as a positive attitude towards oneself, recognition and acceptance of oneself, with a positive feeling towards what has been experienced in the past. (2002) understand self-acceptance as a positive and stable attitude towards oneself, recognizing and accepting the multiple positive and negative aspects that

characterize us. The conceptualization of self-acceptance is a complex process that is associated with mature personalities (Allport, 1961) and is essential to our general well-being and even happiness. Numerous authors have studied, from different perspectives, the importance of self-acceptance as a key competence for greater well-being in young people (Ryff, & Singer, 2006; Cardona et al., 2014; Schüller et al., 2014; Meléndez et al., 2018 and Mualifah et al., 2019). It must be taken into account that self-acceptance (believing and trusting in oneself) takes us to the places we want to be in life, self-esteem plays an important role in our social and professional life.

Self-esteem is also important in the process of identity formation. (1995) and Neto (2002), self-esteem is a variable that relates to academics, comprising the same global attitude that the person presents towards themselves. On the other hand, low self-esteem may be related to low physical exercise and an unbalanced diet (Orth, Trzesniewski & Robins, 2010). These factors make them prone to aggressive behaviors, symptoms of anxiety, hopelessness, depression and even suicidal tendencies (Zurita et al., 2017). On the other hand, personal identity is also often related to autonomy; Autonomy states that the individual has the ability to control their life through their own decisions, opposing following or facing decisions made by third parties or under coercion, but at the same time that are socially acceptable. These are capabilities stipulated as positive



or correct for adequate harmony and coexistence in the community where the human being is the author of his or her life (Iosa, 2017). Each person's personal growth is a fundamentally valuable aspiration to pursue or future. well-being and emotional balance of each person. (Ugur et al., 2015, cited in Pinto et al., 2016, p. 94).

In the search for the adolescent's psychological well-being, it is necessary to make an effort and take on challenges that contribute to achieving the objectives proposed by the multidimensional model (Ryff, 1989; Ryff & Keyes, 1995). Following the dimensions of the Ryff scale, the aspect of life purpose reflects, in the different spheres of life, the person's positive psychological well-being in their ability to set goals, be motivated and give meaning to life (De Juanas, et al., 2013). Likewise, to achieve positive well-being, it is important to understand the meaning of what is being discussed/discussed, the meaning of life, its intentionality and direction (Cuadros, n.d.). This aims to support a significant contribution of their interests, academic achievements and community service in areas of leadership and art, among others (Bronk, 2014; López-Pérez, & Fernández-Castilla, 2018; Lombas, et al, 2019). A dimension based on Ryff (Ryff, 1989) refers to the environmental domain aspect, which refers to consideration in the management and control of daily responsibilities. This dimension is associated with locus of control (De Juanas et al., 2013); in other words, the perception that, in this case, young people have about where the causal agent of the events that accompany their behavior in their daily lives is located. It also refers to self-efficacy and the ability to generate favorable environments that allow the satisfaction of one's desires and needs. In any case, we know that education is strongly associated with the formation and transformation of the person, particularly adolescents, who develop in a context defined by social interaction, according to the emerging conditions at school and in the family (Jaramillo, Quilindo, & Paz, 2017). For example, conflicts that occur in different school spaces mark the context of school coexistence, triggering different types of reactions in adolescents such as depression, school aggression and low self-esteem (Munevas, Burbano, & Flórez, 2019). Considering the severity of the phenomenon, Vásquez and López (2018) suggest the use of a compensatory instrument, such as organizing a program of workshops and activities that promote social skills and self-esteem, from the classroom and family environment. Programs that strengthen positive relationships and personal autonomy are important for the psychological and emotional well-being of young people (Fonseca-Pedrero et al., 2018; 2020 and Bernal Romero et al; 2020; Roffey, 2012). Several authors have argued that positive relationships and greater psychological well-being are an important source of satisfaction with life in general (Lacunza, 2014; Blanca et al., 2018; 2018). The main objectives of this post-doctoral project are the following:

- Analyze the extent to which adolescents, after applying a specific program to improve their psychological well-being, see their autonomy, positive relationships, mastery of the environment and life purposes reinforced.

Table 1. Study Hypothesis

H1: Adolescents improve psychological well-being in positive relationships, namely in respect of sex differences;	
H1.1.1.: Young people improve in terms of self-acceptance;	H1.2.1.: There are gender differences self-acceptance;
H1.1.2.: Young people improve autonomy;	H1.2.2.: There are gender differences autonomy;
H1.1.3.: Young people improve in terms of personal mastery;	H1.2.3.: There are gender differences personal mastery;
H1.1.4.: Young people improve in terms of life purpose;	H1.2.4.: There are gender differences life purpose;
H1.1.5.: Young people improve in personal growth;	H1.2.5.: There are gender differences personal growth;
H1.1.6.: There are gender differences in positive relationships;	H1.2.6.: There are gender differences positive relationships;

Note: own elaboration

1. Methods

Materials and

All students attended a public secondary school, located in Madrid, Spain. The sample, obtained by 100 conveniences, consisted of 250 adolescents, 119 boys (59.7%) and 131 girls (40.3%), which is in correspondence with Spanish demographic distribution. As to age, the students ranged from 12 to 14 years old, which is typical for those coursing secondary school. For the assessment of Psychology Well-being, the Ryff (1989) questionnaire was adapted to a Spanish version, the Escala de Bienestar Psicológico (EBP) (Díaz et al., 2006). The applied instrument consists of 39 items, with a 6-point Likert-type scale with a response interval ranging from 1 ("Strongly disagree") to 6 ("Strongly agree"). The study focused on the following dimensions distributed as follows in the questionnaire: Positive relationships: items (2, 8, 14, 20, 26, and 32); Autonomy: items (3, 4, 9, 10, 15, 21, 27, and 33); Mastery of the environment: Items (5, 11, 16, 22, 28, and 39); Purpose in life: items (6, 12, 17, 18, 23, and 29); Self-acceptance: items (1, 7, 19, 25 and 2,31); Personal Growth: items (11, 12, 13, 18, 24, 30, 34, 35, 36, 37 and 38).

A full sample questionnaire was completed



one month before the planned intervention began and one month before completion. Keeping in mind the intended purpose and to compare the different research hypotheses, a quasi-quantitative analysis was performed. An experimental study design was developed, including a pre- and post-test phase for one group. Therefore, the researchers conducted a psychological health questionnaire at the beginning and after the end of the intervention, that is, a specific program aimed at improving the health of the subjects because it increases self-control, positive relationships and behavior. Championship, environmental and life goals. The program is implemented by teachers over a period of 3 weeks during school hours. From the original 15 activities of the program Fun activities to improve personal strength. Relationships and emotional autonomy, developed by (Arguís et al., 2012), there are only, which are: complete attention - offering the fruit and admiring it enjoy, listen to music, enjoy the smell of food at the same time, savor every bite in your mouth, this allows you to develop complete attention and nourish vitality in every moment; personal strengths - in this case, students are asked how they viewed themselves in the past and whether they plan to happily accept themselves in the future. What are my positive behavioral traits? - In this exercise, students must write down a list of behaviors demonstrated during the day, then a group debate takes place so that they realize that positive behavior depends on them, so in the end they Design a poster together that highlights positive behaviors. Classes are designed to help students acquire the competencies needed for lifelong learning based on aspects that contribute to every activity they do throughout the day. Furthermore, it is expected that practical exercises can be incorporated into students' daily lives as a habit, making them more optimistic and active.

2. Results

When analyzing the results, the total score and dimensions of the Ryff questionnaire were taken into account. Overall, t-test for equality of means showed a significant difference ($p = 12.762$; 0.001), equal variance was not expected between pre-test (mean: 86.3862) and post-test (mean: 96.7086). Therefore, "H1: Young people improve a psychological well in a positive relationship." You should save. When we check the base position, the crators T are returned with statistical significance (no equal deviation), only in the case of self -recognition (t : -6

843 ; $p = .000$), Average preliminary test of $19,1948$ compared to $21,0343$ average value after testing; Autonomy (T : $-10,041$; P : $.000$), Average preliminary test of $26,6590$ compared to $29,6200$ average value after inspection; and personal growth (T : $-4,056$; P : $.000$), Average initial test of $26,1576$ compared to $27,4114$ average value after testing.

Therefore, "H1.1.1. Young people improve in personal development ". In the case of personal skills and goals in life, we have not found a significant difference.

However, in the case of positive relationships, we must note significant differences, although the posttest results record a higher mean, which is the opposite of what would be expected. Testing for differences based on respondent gender, we confirm a significant difference (t : -2.715 ; p : 0.007), assuming no equal variance, with higher mean scores in global posttest for women (138.7 vs. 136.13), an advantage that is only replicated for the Personal Development (t : -2.520 ; p : 0.012) and Personal Mastery (t : -2.319 ; p : 0.021) sub-hypotheses, with higher values for women, 27.26 vs. 27.26 vs. 26.46 . and 22.25 versus 21.74 . These results lead to the application of the global hypothesis, as well as the sub-hypotheses: "H1.2.3.: There are gender differences in personal fulfillment" and "H1.2.5.: There are differences gender differences in personal development."

3. Discussion and Conclusion

This study focuses on analyzing six aspects of adolescent psychological health proposed by Rieff (1989) - the stage where mentalization becomes important and available to peers. For adolescents, being with friends and making new friends and relationships outside the family context becomes very important (Harris, 2000; Rich, 2003; Lee and Porfeli, 2015). This was the goal of the intervention used to design this study. After implementing the "Program: Fun classes, enhancing personal relationships and emotional autonomy", we found that there was an overall significant difference between the situations before and after the training. intervention begins. It is accompanied by the improvements of three scale measurements, namely selfie, automation and personal development. When it comes to self -extraction, this applies to topics because "I like most aspects of my personality". "In general, I am proud of me and my life." As for autonomy, we may emphasize: "I am not afraid to express our opinions, even if they deny it." "I appreciate myself based on what I think is important, not because others are very valuable." And finally, when it comes to personal development, it is concerned:



"I was able to build a house and my own way of life", "I believe I am a dynamic person, after doing it The projects that I propose to myself. "These three aspects are very important in the age group of the population, because they are facing strong issues with confirmation and may expected that self - respect, autonomy and player The stronger personal development contributes better for psychology and perhaps, perhaps, perhaps, perhaps, perhaps, perhaps, perhaps, perhaps the best condition for development positive However, we did not find significant differences in the Positive Relationships dimension, which was more related to peer group psychopathology. Also troubling is the fact that young people who complete the program show no progress in personal mastery or life purpose. That's why we believe it makes sense to continue implementing mental health programs in the classroom. Regarding gender variables, several studies indicate significant differences in the use of the Rieff Psychological Well-Being Scale (Lupano and Castro, 2009; Visani et al., 2011 and Zubieta et al., 2012) . In the present study, gender differences in means were observed for some of the questions asked (personal development and personal fulfillment), suggesting that this variable has significance certain importance as a component of psychological health. Young people participating in the program showed improvements in several psychological aspects of health. These findings highlight the importance of developing health education programs that can support adolescents' personal development and provide valuable information to parents (Jiang et al., 2013) as well as the teacher, so the only thing that is affected (or not) is the size. This will allow a better understanding of the behavior related to the variables studied. It is also advisable to conduct longitudinal studies or evaluate parameters over longer periods of time. The results of the study provide experimental evidence in favor of the type of technique described, but certain types of limitations need to be taken into account. On the one hand, the age range of the study sample was relatively narrow, so these results need to be compared with a larger sample to ensure that they are statistically significant across both age and gender. On the other hand, the activities proposed in the program need to be expanded in terms of the number of incentives in order to broaden and deepen the impact on participants as much as possible.

References

1. Allport, G.W. (1961). *Pattern and Growth in Personality*. New York: NY: ReinhartWinston.
2. Arguís, R., Bolsas, A.P., Hernández, S., and Salvador, M.M. (2012). *Aulas Felices: Psicología Positiva aplicada a la educación*. Zaragoza. Recuperado de <http://catedu.es/psicologiapositiva/>
3. Blanca, M., Ferragut, M., Ortiz-Tallo, M., and Bendayan, R. (2018). Life satisfaction and character strengths in spanish early adolescents. *Journal of Happiness Studies: An Interdisciplinary Forum on 210 Subjective Well-Being*, 19(5), 1247-1260. doi:10.1007/s10902-017-9865-y
4. Bernal Romero T, Melendro M and Charry C (2020). Transition to Adulthood Autonomy Scale for Young People: Design and Validation. *Front. Psychol.* 11:457. doi: 10.3389/fpsyg.2020.00457
5. Bronk, K.C. (2014). Purpose in life. A critical component of optimal youth development. New York, NY: Springer.
6. Brown, B. B., and Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner y L. Steinberg (Eds.), *Handbook of Adolescent Psychology*, 3rd edition (pp.74-103). Nueva York, NY: Wiley.
7. Cardona, D., Rodríguez, J., Osorio Tamayo, L., and Moreno Carmona, N. D. (2014). Construcción del bienestar juvenil en las actuales dinámicas de psychologyización. *Rev. Colombiana de CienciasPsychologyes*. 5, 77–98
8. Crous, G., Casas, F., & González-Carrasco, M. (2018). What aspects are important to adolescents to achieve full satisfaction in life? *Child Indicators Research: The Official Journal of the Inter-national*
9. Society for Child Indicators, 11(6), 1699-1718. doi:10.1007/s12187-018-9535-6
10. Cuadros, A.D. (n.d.). Aproximación desde el Trabajo Psychology: depresión y bienestar subjetivo en mayores institucionalizados vs no institucionalizados. *Documentos de Trabajo Psychology*, 52, pp. 109- 226. 132. ISSN 1133-6552 / ISSN Electrónico 2173-8246.
11. De Juanas Oliva, A., Limón Mendizábal, M. R. and Navarro Asencio, E. (2013). Análisis del bienestar psicológico, estado de salud percibido y calidad de vida en personas adultas mayores.
12. Pedagogía Psychology. *Revista Interuniversitaria*, 22, pp. 153-168.
13. Díaz, D., Rodríguez-Carvajal, R., Blanco, A., Moreno-Jiménez, B., Gallardo, I., Valle, C., & Van Dierendonck, D. (2006). Adaptación española de las escalas de bienestar psicológico de 232. Ryff. *Psicothema*, 18(3)
14. Díaz-Esterri, J., De-Juanas, Á., Goig-Martínez, R. & García-Castilla, F.J. (2021). Inclusive



- Leisure as a Resource for Socio-Educational Intervention during the COVID-19 Pandemic with Care Leavers. *Sustainability* 13, 8851. <https://doi.org/10.3390/su13168851>.
15. Fonseca-Pedrero, E., Lucas-Molina, B., Paino, M., Pérez-Albéniz, A., and Sánchez-García, M. (2018). Emotional and behavioral difficulties in adolescence: Relationship with emotional well-being, affect, and academic performance. *Anales de Psicología*, 34(3), 482-489. 236
16. Friedman, E. M., Ruini, C., Foy, R., Jaros, L., Sampson, H. & Ryff, C. D. (2017). Lighten UP! A community-237 based group intervention to promote psychological well-being in older adults. *Ag-ing & mental health*, 21(2), 199,205. <http://doi:10.1080/13607863.2015.1093605>
17. Harris, J. R. (2000). El mito de la educación: por qué los padres pueden influir muy poco en los hijos. Grijalbo Mondadori.
18. Inguglia, C., Inguglia, S., Liga, F., Coco, A. L. & Cricchio, M. G. L. (2015). Autonomy and relatedness in 240 adolescence and emerging adulthood: Relationships with parental support and psychological distress. *Journal of 2 Adult Development*, 22(1), 1-13. <https://doi.org/10.1007/s10804-014-9196-8>
19. Iosa, J. (2017). Libertad negativa, autonomía personal y constitución. *Revista Chilena de Derecho*, 24(3), 495-518.
20. Keyes, C. L. M., Shmotkin, D., and Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Psychology*, 82(6), 1007-1022. doi:10.1037//0022-3514.82.6.1007.
22. Klocke, A., & Stadtmüller S. (2019). Psychology capital in the health development of children. *Child Indic Res*, 12(4), 67–85. <https://doi.org/10.1007/s12187-018-9583-y>.
23. Lacunza, B. (2014). Las relaciones positivas desde la mirada de los adolescentes. *PSIENCIA. Re-vista*
24. *Latinoamericana de Ciencia Psicológica*, 7 (1), 151–152. doi: 10.5872/psiencia/7.1.020702
25. Lee, B., & Porfeli, E. (2015). Youths' psychologyization to work and school within the family. *International Journal for Educational and Vocational Guidance*, 15(2), 145-162. 248.
26. Lombas, A., Jiménez, T., Arguís-Rey, R., Hernández-Paniello, S., Valdivia-Salas, S., and Martín-Albo, J. (2019). Impact of the happy classrooms programme on psychological well-being, school aggression, and classroom climate. *Mindfulness*, 10(8), 1642-1660. doi:10.1007/s12671-019-01132-8
27. López-Pérez, B., & Fernández-Castilla, B. (2018). Children's and adolescents' conceptions of happiness at school and its relation with their own happiness and their academic performance.
28. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being*, 19(6), 1811-255 1830. doi:10.1007/s10902-017-9895-5
29. Lupano, M. L., and Castro, A. (2010). Análisis de características estereotípicas de género en líderes
30. Y seguidores. *Summa Psicológica*, 7(2), 55 – 66.
31. Meléndez, J. C., Agustí, A. I., Delhom, I., Reyes, M. F., and Satorres, E. (2018). Bienestar subjetivo y psicológico: comparación de jóvenes y adultos mayores. *Summa Psicol.* UST 15, 18–24. doi: 260 10.18774/0719-448x.2018.15.335
32. Melendro M, Campos G, Rodríguez-Bravo AE and Arroyo Resino D (2020). Young People's Autonomy and Psychological Well-Being in the Transition to Adulthood: A Pathway Analysis. 263 *Front. Psychol.* 11:1946. doi: 10.3389/fpsyg.2020.01946
33. Mualif, A., Barida, M., Farhana, L. (2019). The Effect of Self-Acceptance and Psychology Adjustment on Senior High School Students' Self-Concept. *International Journal of Educational Research Review*, 4 (3), 719-724. doi: 10.24331/ijere.628712
34. Navarro-Pérez, J. J., Pérez-Cosín, J. V., and Perpiñán, S. (2015). El proceso de psychologyización de los adolescentes postmodernos: entre la inclusión y el riesgo. *Recomendaciones para una ciudadanía sostenible. Pedagogía psychology. Revista interuniversitaria*, (25), 143-170.
35. Neto, F. (2002). Satisfaction with life among adolescents from immigrant families in Portugal. *Journal of Youth and Adolescence*, 30, 53e67
37. Pinto Pizarro de Freitas, C., Figueiredo Damásio, B., Renovato Tobo, P., Hiroki Kamei, H. and Helena Koller, S. (2016). Systematic Review about Personal Growth. *Anales de psicología*, 32, 770
38. Rich, G. J. (2003). The positive psychology of youth and adolescence. *Journal of Youth and Adolescence*, 32, 1-3.
39. Roffey, S. (2012). Positive relationships: Evidence-based practice across the world. The Hague: Springer.
40. 278 <http://dx.doi.org/10.1007/978-94-007-2147-0>



41. Ryff, C.D., & Keyes, C. (1995). The structure of psychological well-being revisited. *Journal of Personality and Psychology*, 69, 719-727. <https://doi.org/10.1037/0022-3514.69.4.719>
42. Ryff, C.D. (1989). Happiness is everything or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Psychology*, 57 (6), 1069- 283 1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
43. Ryff, C. D. & Singer, B. H. (2006). Best news yet on the six-factor model of well-being. *Psychology Science Research*, 35, 1103-1119
44. Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and psychosomatics*, 83(1), 10-28
45. Schöler, J., Sheldon, K. M., Prentice, M., and Halusic, M. (2014). Do some people need autonomy more than others? Implicit dispositions toward autonomy moderate the effects of felt autonomy on well-being. *J. Pers.* 84, 5–20. doi: 10.1111/jopy.12133
46. Ugur, H., Constantinescu, P.M., & Stevens, M.J. (2015). Self-awareness and personal growth:
47. Theory and application of Bloom's Taxonomy. *Eurasian Journal of Educational Research*, 60, 89-293.
48. Van Dierendonck, D. (2004). The construct validity of Ryff's Scale of Psychological well-being its extension with spiritual well-being. *Personality and Individual Differences*, 36 (3), 629-644.
49. Visani, D., Albieri, E., Offidani, E., Ottolini, F., Tomba, E. y Ruini, C. (2011). Gender differences
50. in psychological well-being and distress during adolescence. In I. Brdar (Ed.), *The human pursuit of well-being: A cultural approach* (pp. 65-70). New York, NY: Springer.
51. Zubietta, E. M., Muratori, M., and Fernández, O. D. (2012). Bienestar subjetivo y psicopsicología: explorando diferencias de género. *Salud & Sociedad*, 3(1), 66-76.