



Analysis of Psychological Well-Being in High Grade Elementary School Children

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Article Info

Article history:

Received 2 November 2023

Received in revised form 17

December 2023

Accepted 30 December 2023

Keywords:

Psychological Well-Being

Primary School Children

Psychological Well-Being

Literature Study

Influence Factors

Abstract

This research outlines an analysis of Psychological Well-Being in children who are in the final stages of primary school. The study used a literature review method with the aim of investigating and analysing a deeper understanding of aspects of psychological well-being in children of this age. Through analysing a number of literature sources, this study identified key factors that play a role in influencing psychological well-being in children in the late primary grades. These factors include, but are not limited to, social interactions at school, social support from family and peers, emotional development, adjustment skills and a supportive learning environment. The results of the analyzes suggest that psychological well-being in high school children is closely related to various psychosocial and environmental factors. Moreover, a better understanding of the relationship between these aspects and children's psychological well-being can provide valuable insights for educators, parents and mental health professionals in developing appropriate strategies and interventions to support positive psychological development in children at the primary school level. In conclusion, this study highlights the importance of a holistic understanding of the factors that influence psychological well-being in children in the upper primary grades. The implications of this study are expected to provide a foundation for the development of educational approaches and interventions aimed at improving the psychological well-being of children at this level.

Introduction

Children at the end of primary school are at a crucial phase in their psychosocial development. This phase often lays the groundwork for the formation of psychological well-being that will influence their future growth. Individuals' views on conventional masculinity and psychological health can also impact the way fathers behave towards their children (Dannisworo & Amalia, 2019). Duration made no difference to either subjective well-being or psychological well-being although they reported a trend in favour of longer duration for psychological well-being (Koydemir et al., 2021). Factors that influence psychological well-being in children in the upper primary grades are complex and often interrelated. Their interactions in the school environment, relationships with family and interactions with peers are integral to their psychosocial development. In addition, the process of emotional development, self-understanding and how they adapt to new challenges also play an important role in shaping psychological well-being. Given the magnitude and scope of the economic and health impacts of the current crisis, it is likely to have a profound impact on the psychological well-being of parents and children (Gassman et al., 2020). Furthermore, a deeper understanding

of these factors allows us to pay attention to how school and family environments can play a role in providing the necessary support for healthy psychological growth in children. It also allows us to identify areas that may require further attention or appropriate interventions to improve the psychological well-being of children at the upper primary level. Psychological well-being includes a variety of factors, such as identifying strengths and pursuing hobbies and abilities, as well as personal satisfaction, hope, gratitude, mood stability, self-meaning, self-esteem, pleasure, and optimism. People who have good psychological health are more creative and aware of their surroundings (Adiwirasandi et al., 2023). One's capacity to accept one's own strengths and weaknesses in order to grow into an independent, responsible adult, and develop a favourable attitude towards oneself and others is a sign of psychological well-being (Derang et al., 2023). Children's psychological well-being includes aspects such as happiness, emotional balance, self-adjustment, and social skills that are important for their holistic development. Amidst the demands of academic development and increasingly complex social interactions, children at this stage often face pressures from various sources, both in the school environment and in family and social contexts. Psychological well-being is important to achieve so that teachers can fulfil their roles optimally (Nasihah & Djuwita, 2021). Children in the final stages of primary school are at a crucial period in their psychosocial development. Children's psychological well-being at this phase encompasses a number of vital aspects that lay the foundation for their overall growth. First of all, children's happiness plays a crucial role in determining how they explore the world around them and respond to everyday experiences with a positive attitude. A growing body of evidence suggests that psychological well-being is associated with lower risk of disease and death, and can be improved with low-cost interventions (Trudel et al., 2019). In addition, emotional balance is a strong foundation in shaping how children manage stress, anxiety and the various challenges they face on a daily basis. Children in the upper primary grades are also faced with the demand to acquire good self-adjustment skills, enabling them to respond to change, adjust to new environments, and find solutions to problems faced. Previous findings show that a person with high psychological well-being feels comfortable with past incarnations, has an optimistic outlook on life, and recognises and accepts the good and bad parts of themselves (Amawidyati & Utami, 2020). Social skills also play an important role. Children at this stage begin to build relationships with peers, learn to cooperate in groups, and hone the communication skills necessary for healthy social interactions. However, along with these psychosocial developmental challenges, children in the late primary stage are also vulnerable to stress. The demands of increased academic performance, the complexity of social interactions in the school environment, as well as various pressures from family and social environments can be a heavy burden for them. In the face of this complexity, an in-depth understanding of the factors that influence children's psychological well-being in the high school years is crucial. Students experience positive or high shifts in psychological well-being when they feel comfortable, can follow the teaching well, and can regulate their emotions effectively. Conversely, students who exhibit learning difficulties, poor emotion regulation, aggression, and erratic behaviour are indicative of poor psychological well-being or low mental health (Manurung & Aritonang, 2023). The results of previous research indicate that perceptual processes and personal factors do not directly affect the psychological well-being of health care workers, but indirectly through the coping process (Krok & Zarzycka, 2020). Literature studies play an important role in understanding a comprehensive picture of children's psychological well-being at the high school level. By exploring existing scholarly sources, this study aims to analyze relevant factors that influence children's psychological well-being at this stage. In this context, a review of the literature will provide a deeper understanding of how factors such as social interactions at school, social support from family, emotional development, and learning environment affect children's psychological well-being at the primary school level. It is hoped that the results of this analysis can provide valuable insights for educators, parents, and mental health practitioners in

designing more effective strategies to support the psychological well-being of children in the upper primary grades.

Methods

This research used the literature study method to explore and analyze in depth the information that has been documented in various text sources, scientific articles, books, academic journals, and other sources of information related to Psychological Well-Being in high grade elementary school children. The first stage of the research involved identifying appropriate search criteria, such as key terms related to the psychological well-being of high-grade primary school children. The next step involved searching and collecting information from reliable scientific databases such as PubMed, PsycINFO, Google Scholar, and other relevant sources. The information found from the literature was then systematically analyzed to identify patterns, trends and key factors affecting the psychological well-being of children at the high school level. Data drawn from these sources were analyzed using a comprehensive approach to explore the relationship between factors such as social interactions at school, social support from family and peers, emotional development, adjustment skills, as well as the learning environment in the context of children's psychological well-being. During the analysis process, the main focus was on the suitability of the information found to the research objectives as well as the identification of key concepts relevant to the topic. This literature research utilised an analytical descriptive approach to present the collected information in a systematic, logical and thorough manner. These analyzes assisted in evaluating and concluding the most significant factors in influencing the psychological wellbeing of high grade children in Primary School.

Result and Discussion

The term psychological well-being describes a person's state in daily life. A person is considered physically and materially well off if he or she owns or can afford tangible commodities, such as high-end electronics, luxury cars, or expensive clothes (Bekti et al., 2022). Psychological well-being in children in the upper primary grades is a complex and important focus of study. The literature highlights that the main factors influencing this well-being include social interactions in the school environment. The four components that make up the dimensions of psychological well-being are: personal growth, positive interactions with others, autonomy, and self-acceptance. Ryff's Scale of Psychological Wellbeing (SPWB) was adapted into this scale. (Oktaviani & Suprapti, 2021) Children at this stage are often involved in more complex social relationships, which can affect their emotions and self-perception. Social support, both from family and peers, also plays an important role in shaping their psychological well-being. Research has shown that children who have a supportive social environment tend to have better psychological well-being. Individuals who have good psychological well-being can optimise their efforts to achieve life goals, so students who have good psychological well-being can achieve success at school (Hafilia & Priyambodo, 2022).

Psychological well-being is a core feature of mental health, and can be defined as hedonic (enjoyment, pleasure) and eudaimonic (meaning, satisfaction) happiness, as well as resilience (dealing with problems, emotion regulation, healthy problem solving) (Tang et al., 2019). Social interactions in the school environment and social support, aspects of emotional development and adjustment skills are also important in understanding the psychological well-being of children at this age. Children at this stage are undergoing a significant process of emotional development, where they begin to learn to recognise, express and manage the range of emotions they experience. A supportive environment for understanding and managing emotions in a healthy way can help children overcome these challenges and develop positive psychological well-being. Anything that happens due to natural or man-made conditions always has a negative impact on a person's psychological well-being (e.g. post-traumatic stress disorder, suicidal tendencies, domestic violence, etc.) Alfawaz et al. (2021).

Children's ability to adjust to changing learning environments and social situations at school also plays a key role. Psychological well-being has shown that emotions can spread from one person to another. (Wijayanti & Sulistiobudi, 2018) This adaptability includes problem-solving skills, resilience, the ability to deal with pressure or challenges, and the ability to adapt to environmental changes. Children who have good adjustment skills tend to be better able to deal with stress, overcome fear, and build strong psychological well-being. When it comes to the learning environment, it is important to note that factors such as a supportive curriculum, a safe and stimulating physical environment, and good relationships between students and teachers also contribute to the psychological well-being of children at the upper primary level. Literature research has shown that a positive school atmosphere can have a positive impact on children's learning motivation, social interaction and psychological well-being. Previous findings show that psychological well-being and psychological safety affect work performance. When employees' psychological well-being and psychological safety are not satisfactory, work performance will decrease (Obrenovic et al., 2020).

Self-openness is widespread on social media and has significant implications for psychological well-being (Luo & Hancock, 2020). Aspects of emotional development and adjustment skills are also an important focus in this analysis. As children enter a more complex phase in their emotional development, it is important to understand how the learning environment and social interactions can influence the way they adjust and manage emotions. The results of this literature review confirm that psychological well-being in high school children is the result of a complex interaction between psychosocial and environmental factors. Relaxation and meditation techniques that help primary school children feel better about themselves and their lives, improve mental health, reduce emotion dysregulation, and increase happiness, quality of mindfulness, focus, and sustained attention (Artati et al., 2023). Previous findings suggest that adherence to traditional gender roles is relevant to women's and men's psychological well-being, and women and men whose self-concepts include instrumental-masculine and expressive feminine characteristics have better well-being (Matud et al., 2019).

A deeper understanding of the dynamics of the relationship between these factors can provide a comprehensive view for stakeholders, including educators, parents and mental health practitioners. This opens up opportunities to develop more effective strategies and interventions to support positive psychological development in children at the primary school level. Students have poor perceptions of the impact of a healthy lifestyle which may affect their psychological well-being (Hanawi et al., 2020). By taking a holistic approach to children's psychological well-being, it is hoped that a better understanding and more effective solutions will emerge to improve children's quality of life during their growth and development. Previous findings showed that the psychological well-being of grade 6 students in one of Lampung's private elementary schools using the SCWBS psychological well-being instrument was in the moderate category and became the basis for developing a school programme with a mindfulness approach to improve students' psychological well-being (Artati & Herdi, 2023). Other research findings also show that to inform new educational policies and interventions aimed at improving students' psychological well-being in an international context (Morales et al., 2020).

The importance of considering these factors in the context of education and mental health interventions at the primary level underscores the importance of supporting children not only academically, but also in holistic psychological development. As such, research and a deeper understanding of psychological well-being in high school children could open the door to significant improvements in mental health education and services for the younger generation. It is important to highlight that the psychological well-being of pregnant women can influence their subjective experience of childbirth (Molgora & Accordini, 2020). Previous findings show its relative relevance to psychological well-being when individuals estimate their position in

the social hierarchy by comparing their education level with that of others in society (Navarro et al., 2020). Analysing psychological well-being in high-grade primary school children is an important process in understanding their overall psychological well-being. Best practices in conducting this analysis involve a holistic and comprehensive approach. The first step is to use appropriate and valid methods to measure aspects of children's psychological well-being, such as their level of happiness, life satisfaction, stress coping ability, and social relationships. In addition, involving multiple stakeholders such as teachers, parents, and psychologists in the data collection and observation process is also very important. By doing so, it is possible to gain a broader perspective of the child's psychological state, as well as understand the factors that affect their well-being. Once the data is collected, it is important to analyze the information comprehensively to identify patterns, trends and individual differences that may exist. Finally, the results of these analyzes should be carefully interpreted and used as a basis for devising appropriate intervention strategies to improve the psychological well-being of high-grade primary school children, both in the school environment and at home.

Conclusion

In conclusion, a review of the literature on Psychological Well-Being in high-grade primary school children revealed that their psychological well-being is influenced by complex psychosocial and environmental factors. Social interactions at school, social support from family and peers, emotional development, and adjustment skills are key elements that play a role in shaping children's psychological well-being at this phase. A deeper understanding of the dynamic relationship between these factors provides important insights for educators, parents and mental health professionals in designing appropriate strategies and interventions. The importance of a holistic approach to the psychological development of children in the upper primary grades was emphasised. This highlights the need to support children not only in their academic aspects, but also in their mental well-being. By considering these factors that influence psychological well-being, collaborative efforts are expected to be made to create supportive learning environments, positive social interactions and efforts to strengthen social support from family and school environments. The implication is to provide a foundation for the development of more holistic educational approaches and interventions aimed at improving the psychological well-being of children at this level, providing them with the necessary support to grow and develop optimally in various aspects of their lives.

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