



Relationship between Prosocial Behavior and Psychological Wellbeing among College Students

Dipti Singh and S.M. Khan

Student, Associate Professor

Department of Psychology, Faculty of Social Science, Aligarh Muslim University, Aligarh, India

deeptisingh98@gmail.com, khandrsm@gmail.com

Abstract - Many college students are dealing with variety of issues such as adjusting to a new social environment, dealing with family pressure and career related stress that can negatively affect psychological wellbeing. This paper aims to provide an understanding regarding the significance of prosocial behavior and psychological wellbeing among under graduate and post graduate students of Aligarh Muslim University. A sample of 200 students was taken including 78 male and 122 female college students. This is a quantitative study based on survey method. The participants involved completing a set of questionnaire that include demographic details, Prosocialness Scale for Adults and Ryff's psychological wellbeing scale. Our finding indicates that there exists a positive correlation between prosocial behavior and psychological wellbeing ($r=0.23$). Additional findings proved that prosocial behavior is a significant predictor of psychological wellbeing ($r^2=0.055$) and Socio-economic status has a significant effect on psychological wellbeing ($p<0.001$). The findings were found consistent with previous studies that has been done on other population. Thus, this study can be generalized on the other population as well.

Index Terms - Prosocial Behavior, Psychological Wellbeing, undergraduate, post graduate

I. INTRODUCTION

We all want a healthy life but along with physical wellbeing being psychologically healthy holds major importance for every individual. Students are the future of the upcoming era and their optimal functioning should be the major concern of any institution and nation. In the present time being psychologically healthy would seem to be a great achievement for anyone. Very few researches have examined psychological wellbeing among college students and how certain experiences may affect it. Instead, most studies on this variable have focused on adults. Psychological wellbeing refers to feeling better and functioning well within oneself (Vinothkumar, 2015). According to Ryff et al. (1989), psychological wellbeing is not just the absence of negative feelings and emotions but is about finding meaning in one's life and experiencing positive emotions. Psychological wellbeing is not nearly about experiencing positive emotions and happiness, together with this having a sense of growth, purpose and meaning in life are also included in psychological wellbeing. It is mostly perceived from two major concepts one including the extent to which we experience positive emotions in our life, this idea of psychological wellbeing is taken into account as Subjective wellbeing and other contains the feeling that we are doing some purposeful in our life or our life has some meaning. A number of psychologists and philosophers provide different perceptions regarding the concept of wellbeing. All these concepts revolve around two different but quite related terms (a) Hedonism & (b) Eudemonic.

Pro-social behavior refers to "voluntary actions that are intended to help or benefit another individual or group of individuals". (Eisenberg and Mussen 1989). Prosocial behavior is defined as an individual's willingness to assist others who are in need of assistance, whether for a fee or not. This is a very positive and constructive behavior that is also known as the polar opposite of anti-social behavior. For example, assisting a beggar on the street by providing him with food and clothing is considered prosocial conduct. These behaviors, on the other hand, can be motivated by pure and genuine thoughts of selflessness or by other selfish and internally demanding motives. (Embogama, 2016). Pro-social behavior often comes with the similar word called altruism and often it becomes quite confusing. In both the cases one individual helps another. Despite this psychologist suggests that there is a difference between both the terms. It differs from the perspective of getting something in return. Altruism doesn't expect anything in return, whereas in pro-social behavior helper gets benefit at last. Altruism happens out of pure intent to help without any other concerns. In simple words it is helping for the sake of nothing.

A meta-analysis was performed, which studied the gender differences in different aspects of psychological wellbeing in which statistically significant gender differences were found with small to medium practical effects. There were many other aspects of psychological wellbeing in which there was no significant difference based on gender. (Brett Roothman, Doret K Kirsten, Marié P Wissing, 2003). Several previous pieces of research showed how economic hardship has negative consequences for children further into adulthood. A longitudinal study was conducted in which 17 years of data was taken from around 251 people

belonging to two generations, revealing how adult well-being can be predicted by economic hardship in the family. (Juliana M Sobolewski, Paul R. Amato, 2005). In a study conducted in 2008 by Mostafa Ahmed Arafa, Mervat Wagdy Abou Nazel, Nahla Khamis Ibrahim, and Ashraf Attia were published to assess nurses' psychological wellbeing of nurses in Alexandria, psychosocial sociodemographic aspects were identified as predictors. The result showed that negative family and friend support and negative work satisfaction were significant predictors of psychological ill-health. Melissa Priscilla did a study at Youngstown State University on the Psychological wellbeing of school students. The findings of this study counsel that school students' psychological wellbeing is influenced by their age, gender, money wellbeing, and the support they receive from family and friends. There was a big distinction in psychological wellbeing in 2 subscales (personal growth and purpose in growth) between traditional and non-traditional students. Females scored over males in four subscales from the Ryff scale of Psychological Well-being; personal growth, positive relations with others, purpose in life, and self-acceptance. Emotional mastery and autonomy showed no important distinction with this specific variable.

The study conducted by Wiwad and Akin (2017) attempted to study the emotional consequences of prosocial acts among university students and proved that prosocial acts do lead to an increase in wellbeing. Several experimental and longitudinal studies show that interventions focusing on prosocial behavior enhance wellbeing (Chancellor, Margolis, Jacobs Bao, & Lyubomirsky, 2018; Layous, Lee, Choi, Lyubomirsky, 2013; Nelson, Layous, Cole, & Lyubomirsky, 2016). In those studies, the participants were instructed to perform acts of kindness for a few weeks. After this intervention, the wellbeing of the participants in all studies increased. An experimental study conducted by Nelson in 2015 revealed that the group who performed the act of kindness have enhanced wellbeing as compared to the control group. However, a contradictory finding was found in a study done by Vinothkumar (2015), which yielded evidence that there is no significant relationship between prosocial behavior and overall psychological well-being.

From the previous researches it could be expected that prosocial behavior has a positive relationship with psychological wellbeing. The present study investigates is there any relationship between prosocial behavior and psychological wellbeing among students who studied after prolonged academic unrest, i.e., due to the spread of the Covid pandemic. In order to examine the present phenomenon, it appears, therefore, the rationale to study "Prosocial Behavior and Psychological Wellbeing among Students."

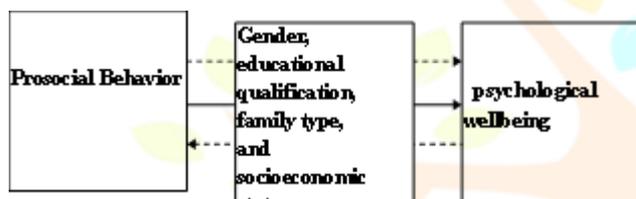


Figure 1 - Conceptual framework for the study

II. METHOD

Participants

The sample for this study was selected using convenience sampling from students pursuing undergraduate and postgraduate courses in Aligarh Muslim University, Aligarh. The study's sample size comprised 200 students, with the age range from 20-24 years, and their mean age was 22 years. In terms of gender, both males and females represented the sample.

Design

The current research design is correlational and predictive in nature, data was collected through survey method. The design central feature was to investigate prosocial behavior as correlate and predictor of psychological wellbeing among college students. In addition, the demographic variables- gender, educational qualification, family type, and socioeconomic status were used as covariates to examine the mean difference between/among means for the proposed predictor and the criterion variables.

Materials

The personal data sheet was designed to assist the researcher in having basic background information about the students. The sheet consists of age, gender, educational level, socioeconomic status, and family type information. The participants were not asked to write their names on the personal data sheet or the questionnaires. prosocial behavior was measured using Prosocial Ness Scale for Adults, a scale consist of 16 items developed by Caparra, Steca, Zelli and Capanna in 2005. While psychological wellbeing was measured using the Ryff's Scale of Psychological Wellbeing(18 item short version).

2.4 Prosocial Behavior scale

Pro social behavior of the students was measured using the Prosocialness Scale for Adults. This scale was developed by Caprara, Steca, Zelli, and Capanna (2005) and consisted of 16 items. The scale is a five-point Likert scale ranging from 1(never/almost never) to 5 (always/almost always). The total score of the scale can vary from 16 to 80. The score can be inferred that higher the score, the higher the prosocial behavior, and vice versa.The internal consistency of the scale Cronbach's alpha was 0.91 and is quite high, and this gives support that the prosocial behavior scale has excellent reliability.

Psychological Wellbeing Scale

The Psychological Well Being Scale was developed by Carol Ryff (1989). The scale contains 18 items and is a self-report inventory that measures 6 distinct psychological well-being dimensions, including autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The inventory used a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). Some items in this scale are reverse scored and are 1, 2, 3, 8, 9, 11, 12, 13, 17, and 18. The total score of the scale can vary from 18 to 108. The score can be inferred from higher the score, the higher the psychological well-being, and vice versa. The internal consistency of the scale Cronbach's alpha was 0.83 and is quite high, which supports that the prosocial behavior scale has excellent reliability.

Procedure

After formulating the hypotheses and objectives of the present study, the students were contacted individually, and permission was taken from them if they wished to participate in the study. After taking consent and informing participants about the confidentiality of responses, the questionnaires were distributed to each respondent. They were given the instructions that there is no right or wrong answer, and they are to choose the response that best describes them. The respondents were also requested to be honest in giving their responses. When the respondents completed filling out the questionnaires, it was collected back from them. They were thanked for their support, cooperation, and active participation in the study. After collecting the data from all the respondents, further scoring, calculations, and interpretations were carried out.

Variable description

The predictor variable is used to predict or summarize the criterion variable's value. In this study, the predictor variable was: Prosocial Behavior (X)

Psychological Wellbeing (Y) was the criterion variable in this study.

Covariates

Covariates are independent variable that can influence the outcome of a given statistical trial but which is not of direct interest. Gender, educational qualification, family type, and socioeconomic status were treated as covariates.

Statistical Analysis

The descriptive statistics, such as the frequency, mean and standard deviation were estimated to summarize and understand the nature of the distribution of variables under study. Product Moment Correlation was calculated to examine the relationship between prosocial behavior and psychological wellbeing. Independent samples t-test was used to find the difference between means of prosocial behavior and psychological wellbeing by covariates. One-way Analysis of Variance was used to study the difference among means of prosocial behavior and psychological wellbeing based on socioeconomic status. Regression analysis was used to describe how the change in prosocial behavior affects the psychological wellbeing of college students.

Data Analysis

Given the nature of the data, research design, and study objectives, various statistical techniques were used, including Item Analysis, Pearson Product Moment Correlation, Independent Samples t-test, and Linear regression. Statistical Package for Social Sciences (SPSS) version 25.00 for Windows was used for data analysis.

III. RESULTS

The correlation between prosocial behavior and psychological wellbeing among students was examined using Pearson Product Moment Correlation. The results show $r=0.23$, $p<.01$.

Table 1

Difference between means of Prosocial Behavior and Psychological Wellbeing by age

Variables	Age	N	Mean	Std. Deviation	t-value	p
Prosocial behavior	LE 22 Yrs.	125	61.94	7.94	1.09	>.05
	GE 23 Yrs.	75	62.05	6.23		
Psychological well being	LE 22 Yrs.	125	78.77	15.07	0.403	>.05
	GE 23 Yrs.	75	77.85	16.32		

Table 1 shows the results of independent samples t-test for prosocial behavior and psychological wellbeing by the age of students. There was no significant difference for prosocial behavior by age as (61.4 ± 7.94) for age less than equal to 22 years and (62.05 ± 6.23) for age.

Difference between means of Prosocial Behavior and Psychological Wellbeing by Gender

Variables	Gender	N	Mean	Std. Deviation	t-value	p
Prosocial behavior	Male	78	62.53	8.77	0.841	>.05
	Female	122	61.63	6.25		
Psychological well being	Male	78	78.32	15.56	0.076	>.05
	Female	122	78.49	15.55		

Table 2. shows the independent samples t-test for prosocial behavior and psychological wellbeing by gender of the students. There were no significant mean differences for prosocial behavior in males (62.52 ± 8.77) and females (61.63 ± 6.25), $t(198)=0.841$, $p>.05$. As for psychological wellbeing too, no significant difference was found between means for psychological wellbeing in males (78.32 ± 15.56) and females (78.49 ± 15.55), $t(198)=0.076$, $p>.05$.

Table 3

Difference between means for Prosocial Behavior and Psychological Wellbeing by educational qualification

Variables	Educational Qualification	N	Mean	Std. Deviation	t-value	p
Prosocial behavior	UG	94	61.79	8.15	0.33	>.05
	PG	106	62.14	6.55		
Psychological well being	UG	94	79.71	13.37	1.10	>.05
	PG	106	77.28	17.18		

Table 3 shows the results of independent samples t-test for prosocial behavior and psychological wellbeing by educational qualification of the students. There was no significant mean difference found for prosocial behavior in undergraduate (61.79 ± 8.15) and postgraduate students (62.14 ± 6.55), $t(198)=0.33$, $p>.05$. The prosocial behavior was more among postgraduate compared to undergraduate students.

Similarly, there was no significant mean difference found for psychological wellbeing as undergraduate (79.71 ± 13.37) and postgraduate (77.28 ± 17.18) $t(198)=1.01$, $p>.05$. Psychological wellbeing was more among undergraduate than postgraduate students.

Table 4

Difference between means for Prosocial Behavior and Psychological Wellbeing by family type

Variables	Family	N	Mean	Std. Deviation	t-value	p
Prosocial behavior	Nuclear	140	62.21	7.36	0.69	>.05
	Joint	60	61.43	7.28		
Psychological well being	Nuclear	140	79.50	15.36	1.50	>.05
	Joint	60	79.92	15.71		

Table 4 shows the independent samples t-test for prosocial behavior and psychological wellbeing by family type of the students. There was no significant mean difference between prosocial behavior and in a nuclear family (62.21 ± 7.36) and a joint family (61.43 ± 7.28), $t=0.69$, $p>.05$. Prosocial behavior among students from nuclear families was higher than among students from joint family.

Similarly, there was no significant mean difference for psychological wellbeing as nuclear (79.50 ± 15.36) and joint family (79.92 ± 15.71), $t=1.50$, $p>.05$. Psychological wellbeing was more among students belonging to joint families compared to nuclear family students.

Table 5

One way ANOVA for Prosocial Behavior and Psychological Wellbeing by socioeconomic status

Test Variables		Sum Squares	df	Mean Square	F	p	Effect size (π)
Prosocial behavior	Between Groups	16.66	2	8.33	0.15	0.857	
	Within Groups	10667.26	197	54.15			
	Total	106.83.92	199	-			
Psychological well being	Between Groups	3310.29	2	1655.14	7.31	.001	1.93
	Within Groups	44606.59	197	226.43			
	Total	47916.87	199	-			

Table 5 shows the results of the analysis of variance for prosocial behavior and psychological wellbeing by students' socioeconomic status. There was no statistically significant difference among means of prosocial behavior by socioeconomic groups, as demonstrated by one-way ANOVA ($F(2,197) = 0.15, p > .05$).

Further, the mean plot was prepared to visualize the pattern and have a necked eye view of means for respective categories of students' socioeconomic status. Figure 4.1 shows the means plot for prosocial behavior by students' socioeconomic status.

The effect size of psychological wellbeing showed a large amount of effect and indicates the significance of the result as it is not by chance; it is a real effect on psychological wellbeing among different socioeconomic categories.

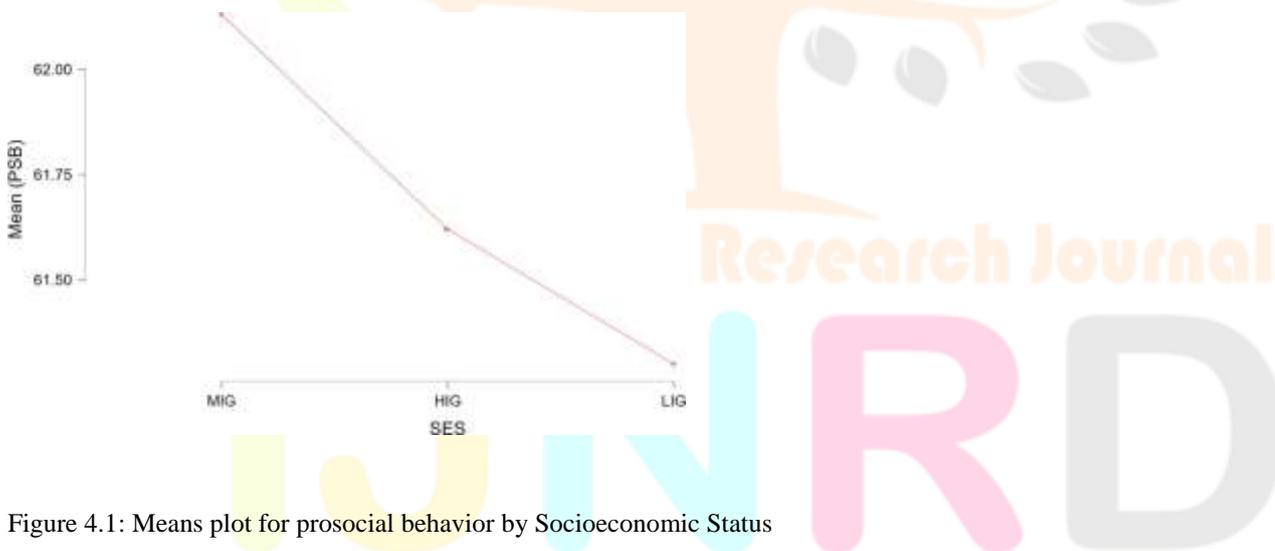


Figure 4.1: Means plot for prosocial behavior by Socioeconomic Status

Prosocial behavior in different categories of socioeconomic status was the same. However, in reference to the mean it was high among students from the MIG group, followed by HIG and LIG. However, there was a statistically significant difference among means for psychological wellbeing by socioeconomic groups as demonstrated one way ANOVA $F(2,197)=7.3, p < .001$.

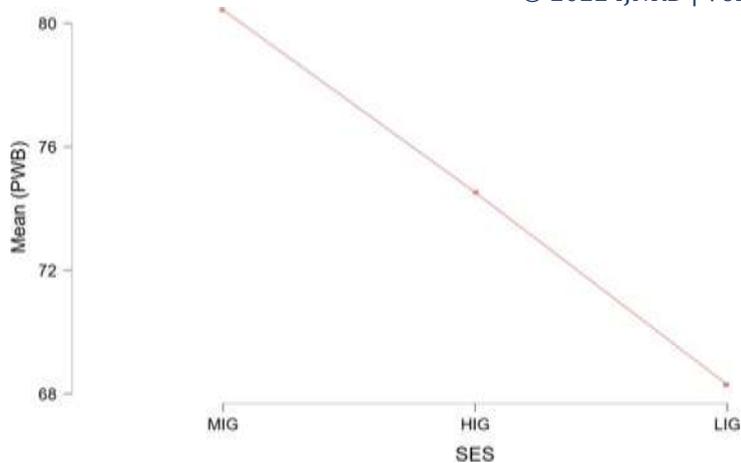


Figure 4.2 shows the means plot for psychological wellbeing by students' socioeconomic status.

Simple Linear Regression

Simple Linear Regression was used to identify significant predictors of psychological wellbeing. Before the analysis, variables were examined for the fulfillment of the assumptions of linear regression. Psychological wellbeing in different socioeconomic status categories was examined to visualize the means pattern. It was highest among students from the MIG group, followed by HIG and LIG. The results agree with the number of studies.

analysis, variables were examined for the fulfillment of the assumptions of linear regression, e.g., linearity, multicollinearity, heteroscedasticity, normality, and independence, which were in an acceptable range.

In addition, the effect size for the significant predictor variable was calculated to estimate the magnitude or size of an effect on the criterion variable. Cohen's f^2 is a measure of effect size appropriate for linear regression analysis and was calculated in this case. The formula for calculating effect size (Cohen's f^2) is as follows:

$$R^2$$

$$f^2 = 1 - R^2$$

Where R^2 is the squared multiple correlation.

By convention, f^2 effect sizes of 0.02, 0.15, and 0.35 are termed small, medium, and large, respectively, as suggested by Cohen (1988).

Table.6

shows the regression analysis results using studied predictor and criterion variables.

Predictor	β	R	R^2	R^2 Change	df	F	p	Effect size Cohen f^2
(Model $Y = a + \beta X$)								
X	0.496	0.234	.055	-	198	90.643	.001	.058
Constant	47.71							

X= Prosocial behavior, Y= Psychological wellbeing

The results of the regression analysis indicated that prosocial behavior explained 5.5% of the variance in psychological wellbeing as ($R^2=.055$, $F(1, 198) = 90.643$, $p<.01$). It can be inferred that 'prosocial behavior' emerged as a significant predictor of psychological wellbeing.

Further, Cohen's effect size ($f^2 = 0.058$) suggested a small variance contributed by prosocial behavior towards psychological wellbeing. This part of the analysis confirmed the findings of other researchers.

IV. DISCUSSION

After looking at the results we can make a number of interpretations. There was a significant positive correlation and it can be inferred that as prosocial behaviors increase (linear), psychological well-being also increases and vice-versa.. When an individual intends to help others, his/her hedonic (enjoyment, pleasure) and eudaimonia (meaning, fulfillment) happiness, as well as resilience (coping, emotion regulation, healthy problem solving), increases. The findings of this piece of research supported research conducted

by other researchers. There was no significant difference found in psychological wellbeing and gender by age psychological wellbeing was found more among students of younger age group than higher age group. The difference between means was negligible, so it is difficult to generalize the psychological wellbeing based on age. In the same way no significance difference was found in psychological wellbeing and prosocial behavior by gender, educational qualification and family type. This reveals gender, educational level and family type has no significant impact on the psychological wellbeing and prosocial behavior among students.

Socioeconomic status has no significant effect on prosocial behavior but it plays a statistically significant role in influencing the psychological wellbeing of students as there was a statistically significant difference among means for psychological wellbeing by socioeconomic groups as demonstrated one way ANOVA $F(2,197)=7.3, p < .001$. It could be further interpreted the psychological wellbeing in different socioeconomic categories, the mean patterns reveals that psychological wellbeing was highest among students belonging from middle class followed by students belonging from high and low socioeconomic status. The results of the regression analysis indicated that prosocial behavior explained 5.5% of the variance in psychological wellbeing as ($R^2=.055, F(1, 198) = 90.643, p<.01$). It can be inferred that 'prosocial behavior' emerged as a significant predictor of psychological wellbeing. Further, Cohen's effect size ($f^2 = 0.058$) suggested a small variance contributed by prosocial behavior towards psychological wellbeing. This part of the analysis confirmed the findings of other researchers.

V. CONCLUSION

1. Our research found a positive correlation between prosocial behavior and psychological wellbeing. It shows that psychological wellbeing will also increase if prosocial behavior increases (linearly).

2. The difference between the means of prosocial behavior and psychological wellbeing by age was not statistically significant, as $p>.05$. This can be concluded as age of the participants play no significant role in determining the prosocial behavior and psychological wellbeing.

3. In terms of gender, male participants were found high on prosocial behavior and psychological wellbeing variables than females, but the difference was not statistically significant. It can be inferred that both females and males show a similar pattern of prosocial behavior and psychological wellbeing. This may be because the influence of the culture we live in; in our culture, we are taught from childhood to help others

4. In terms of educational qualification, there was no significant difference between undergraduate and postgraduate students in both prosocial behavior and psychological wellbeing variables..

5. In terms of family type, there was no significant difference between the level of prosocial behavior and psychological wellbeing of the participants belonging to nuclear and joint families. Based on result, it can be inferred that the family type has no significant role in examining the level of prosocial behavior and psychological wellbeing among college students.

6. In terms of socioeconomic status, there was no statistically significant difference among the means of prosocial behavior. The result showed that socioeconomic status has no role to play in examining the level of prosocial behavior depicted by college students. The proposed hypothesis H010 failed to reject.

However, there was a statistically significant difference among the means for psychological wellbeing by socioeconomic groups, as demonstrated by one-way ANOVA. Psychological wellbeing was highest among students from middle socioeconomic status, followed by high socioeconomic status and lower socioeconomic status. The result showed that students who belong to middle and high socioeconomic status experience a high level of psychological wellbeing compared to students from lower socioeconomic status. The effect size (η^2) was large.

In terms of predicting psychological wellbeing by prosocial behavior, regression analysis indicated that prosocial behavior is a significant predictor of psychological wellbeing. Overall, 5.5 percent of the variance in psychological wellbeing was explained by prosocial behavior; therefore, prosocial behavior emerged as a significant predictor of psychological wellbeing. The effect size (η^2) was small.

VI. STUDY IMPLICATION

The findings have confirmed a positive relationship between prosocial behavior and psychological wellbeing. The study has confirmed the findings in general and further revealed that prosocial behavior and psychological wellbeing cannot be ignored in educational settings like college. It is very significant to create awareness among students regarding the importance of engaging in prosocial behavior. It plays a major role in enhancing psychological wellbeing. The study will help the researcher to develop a scale on prosocial behavior and psychological wellbeing based on different dimensions. The psychological wellbeing of students plays a major role in determining their overall achievement of students. College administration or academic institutions need to be aware of this fact and encourage students to engage in prosocial activities. The findings have pointed out that socioeconomic status does play a role in determining the psychological wellbeing of the students. Academic institutions can take certain steps for students from lower socioeconomic backgrounds by creating awareness in students for enriching prosocial behavior habits and providing counseling facilities to them. The findings have pointed out prosocial behavior as a significant predictor of psychological wellbeing. This shows that prosocial behavior is shown by students' impact or influence on the level of psychological wellbeing. This result can be used in further researches to find a number of other mediating or moderating variables that can influence and intervene in these two variables

VII. SUGGESTIONS FOR FUTURE RESEARCHES

As the study was questionnaire-based, the participants' responses may not reveal the truth. The data were collected randomly and not at a particular point in time. Hence, the students may not be in a similar mental state which could have affected the findings of the study. Further correlates of both psychological wellbeing and prosocial behavior can be identified and explored in future research. The sample includes students belonging to some limited colleges, which lacks generalization of results.

Contributors: Shagufta Hasan, Raibul Islam, Tarannum Basheer, Hasna Mol.J.

REFERENCES

- [1] Abdullahi I.A, P. K. (2016). Gender differences in prosocial behavior. *International Journal of Indian Psychology* . 3(4) Retrieved <https://ijip.in/articles/gender-differences-in-prosocial-behavior/>
- [2] Andreoni J , Nikiforakis N,Stoop J(2021). Higher socioeconomic status does not predict decreased prosocial behavior in a field experiment. Retrieved <https://www.nature.com/articles/s41467-021-24519-5>
- [3] Batson C. Daniel, (2018). A Scientific Search for Altruism: Do We Only Care About Ourselves? Retrieved <https://oxford.universitypressscholarship.com/view/10.1093/oso/9780190651374.001.0001/o so-9780190651374>
- [4] Burriss, J. L., Brechting, E. H., Salsman, J., & Carlson, C. R. (2009). Factors associated with the psychological wellbeing and distress of university students. *Journal Of American College Health*, 57(5), 536-544.
- [5] Brundage A. (2021). Kin Selection: Definition, Theory & Examples. Retrieved <https://study.com/academy/lesson/kin-selection-definition-theory-examples.html>
- [6] Cherry K. (2020), The Basics of Prosocial Behavior Retrieved <https://www.verywellmind.com/what-is-prosocial-behavior-2795479>
- [7] Daraei, M. (2013). Social correlates of psychological wellbeing among undergraduate students in Mysore City. *Social Indicators Research*, 114(2), 567-590. <https://doi.org/10.1007/s11205-012-0162-1>
- [8] Embogama (2016). Difference Between Altruism and Prosocial Behavior Retrieved <https://pediaa.com/difference-between-altruism-and-prosocial-behavior/>
- [9] Espinosa M, Kovarik J (2015). Prosocial behavior and gender. Retrieved <https://www.frontiersin.org/articles/10.3389/fnbeh.2015.00088/full>
- [10] I A Abdullahi, P Kumar (2016), Gender Differences in Prosocial Behaviour, Prosocial behavior and gender. Retrieved <https://www.frontiersin.org/articles/10.3389/fnbeh.2015.00088/full>
- [11] Matud, M. P., López-Curbelo, M., & Fortes, D. (2019). Gender and Psychological Well-Being. *International Journal of Environmental Research and Public Health*, 16(19), 3531. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/ijerph16193531>
- [12] Ryff, C. (2015). Living Meaning. Retrieved <https://livingmeanings.com/six-criteria-well-ryffs-multidimensional-model/>

