



INDIVIDUAL WELLNESS ACCORDING TO COLLEGE STUDENTS

Nursing Science

Maria Helena de Agrela Gonçalves Jardim

Coordinator Professor at the School of Health – Universidade da Madeira, Portugal, PhD in Psychology and Health Sciences and Postdoctoral in Public Health, Health Sciences Center, University of Fortaleza, Fortaleza, Ceará, Brazil.

Geraldo Bezerra da Silva Junior

Professor at the Faculty of medicine, PhD in medical sciences, Public Health Graduate Program, Health Sciences Center, University of Fortaleza, Fortaleza, Ceará, Brazil

Rita Baptista Silva

Head Nurse at the Hospital Dr. Nélio Mendonça, Madeira, Portugal, PhD in Nursing Sciences, University of Porto, Portugal

Márcia Lúcia Sousa Dias Alves*

Nurse in the service of Otorhinolaryngology/Oncologyblood at the Hospital Dr. Nélio Mendonça, Madeira, Doctoral Candidate in Nursing Sciences at the Abel Salazar Biomedical Sciences Institute, University of Porto, Porto. *Corresponding Author

Bruna Raquel Figueira Ornelas de Gouveia

Professor at the School of Health – Escola Superior de Enfermagem de São José de Clunay, PhD in Nursing Sciences, University of Porto, Portugal.

ABSTRACT

Aims: This study aims to identify the values of the dimension Individual Well-being, defended by the students of the University of Madeira (Uma), Portugal and the University of Fortaleza (UNIFOR), Brazil.

Methods: this is a representative sample of University students (n = 605) 225 of the University of Madeira (Uma) and 380 of the University of Fortaleza (UNIFOR). The data were collected in the year 2017 in all centres of universities. As inclusion criteria 18-24 years' students the students of 18-24 years attending graduate courses. We used the structured questionnaire on values (adapted from the European Values Survey), composed of 30 questions, grouped by 6 dimensions: Individual well-being; Interpersonal Relationships; Participation and Social intervention; Ethics and Sense of life; Family and socio-political values. Ethical issues and ethical rules were respected. This article focuses only one-dimension well-being encompassing issues of personal satisfaction, physical/psychological well-being and conception of success in life.

Results: the majority are female (65.3% UMA and 74.2% UNIFOR) and single (96.0% UMA and 96.3% UNIFOR). With regard to the Individual well-being much of the population refers to feelings of instability (53.8% UMA and 53.2% UNIFOR) and anxiety (36.1% UMA and 41.6% UNIFOR). As for the personal satisfaction a significant percentage of students are not satisfied with your luck (UMa 48.8% and 38.4% UNIFOR), health (UMa 47.6% and UNIFOR 23.4%), work (42.6% UMA and 42.4% UNIFOR) and your social position (UMa 37.4% and UNIFOR 24.8%), being the most valued satisfaction aspects the family (UMa 92.4% and 93.4% UNIFOR), health (Uma 92% and UNIFOR 76.6%) and have a good job (UMa 91.6% and UNIFOR 96.8%).

In contrast, the less valuable is to have influence and power (UMA 52.5% and UNIFOR 57.9%). The majority considers to be people with success in life (UMA 57.8% and UNIFOR 85.8%), on the understanding that the success in life is to have a happy family (Uma 72.4%) and to be a good person (57.8% Uma).

Conclusions: this study is intended as a contribution to further research in this field, because the knowledge of the Individual well-being of college students provides the establishment of programs directed to mental health, with interventions of prevention and promotion of health that are aimed at improving the quality of life and well-being.

KEYWORDS

values, college students, individual Well-being, success in life, personal satisfaction.

INTRODUCTION

Higher education is the subject of debate particularly by increasing opportunities for admission of young people to succeeds worldwide. In the 20th century, in the decade of 50, there were about 7 million college students in the world, passing for 64 million in the decade of 90, which shows a remarkable growth (Joly, Santos & Sisto, 2005). This growth gives rise to reflections about the issues that bring, whether by greater heterogeneity characteristics of students (social class, gender, age, work, goals and expectations), as also by the needs presented by the students, being academic or psychosocial order (Schleich, 2006, Joly, Santos & Sisto, 2005). College students represent the future of families, communities and countries. Daily face the tensions of achieving success in their academic goals, (El Ansari, Stock, 2010) and requires greater competitiveness, leading to more stress. (Eisenberg, Gollust, Golberstein, Hefner, 2007).

The University is a period of responsibility for choices and lifestyle practices, (Colic Baric I, Satalic Z, Lukesic, 2003) where students are exposed to the challenges of young adulthood (Arnett, 2000). Educational institutions should be prepared to promote, during the process of academic training, in addition to cognitive development and professional, personal development, social and affective of the

students (Schleich, 2006). Become a college student represents a new phase in the life of many students who enter higher education. This new phase implies changes in living conditions and requires an adaptation to a new reality (Roberts, Golding, Towell, Reid, Woodford, 2000) that can generate anxiety and even interfere with your academic performance (Schleich, 2006, Ferraz & Pereira, 2002). The four main changes for which students have to deal after join in a University (Santos, Noronha, Amaro e Villar, 2005) are, in particular, the academic, social, personal and vocational type. In addition, it should be noted that the lifestyle of university students involves risk behaviour, unhealthy that can compromise health and quality of life. Often, college students living away from home, sometimes dealing with issues around financial constraints, social interaction and loneliness (von Bothmer, Fridlund, 2005; Lee, Loke, 2005), thereby increasing the susceptibility to changes in lifestyle in particular, in aspects related to dietary habits, of sleep, practice of physical exercises, excessive consumption of alcohol, tobacco and even of other addictive substances. (Martins, Pacheco & Jesus, 2008; Finkelstein DM, Kubzansky LD, Goodman E., 2006). These features highlight the importance of individual well-being (psychological and physical/mental) of University students (Stock et.al, 2003; Mikolajczyk et al., 2008) compared to the general population. The

interest in studies with college students and their experiences at the University has increased under the individual well-being. (Teixeira et al., 2007). Became essential the reality experienced by college students as a way to identify, not only factors that can generate truancy or difficulties during the course, but also aspects related to the psychosocial development of student (Teixeira et al., 2007). As scientific evidence college students tend to have increased the risk of smoking, compared with peers of the same age who do not attend college (Gilpin, White, Pierce, 2005). Likewise, students from Sweden and the United Kingdom appear to have a lower quality of life than that of young workers at the same age (Vaez, Kristenson, Laflamme, 2007, Stewart-Brown, 2000). In addition, refer to more health complaints, however do not seek help for these problems (Vaez, Kristenson, Laflamme, 2007, Stewart-Brown, 2000, Boot C. R., Donders N. C., Vonk P., Meijman F. J., 2009). In Germany, students showed mental health problems (aged 21-30 years) (Kurré J., Scholl J., Bullinger M., Petersen-Ewert C., 2011), as well as psychosomatic complaints occurred in college students of different European countries (Stock et.al, 2003, Stock et.al, 2008).

Despite the troubling findings of many countries around the world and the subsequent implementation of health promotion programmes in universities by highlighting the individual well-being, notes that these have not produced the desired effect, neither due attention. One of the changes suffered by the student that enters the higher education relates to the acquisition of new interpersonal relationships. Teixeira et al. (2007), show the need for students to establish a network of friendship and support to integrate and adapt better to the university context. The authors observed changes in sleep patterns and spiritual strength for the day-to-day. This data is disturbing, considering that it is important for the individual welfare that the student has moments of leisure, feel protected and have a healthy physical environment, what looks like little present in the lives of students. In line, Eurich and Kluthcovsky (2008) claim that leisure is associated with a pamper yourself, which creates comfort, relief, joy and tranquillity, being essential for the improvement of well-being. Similarly, explain that when effective adaptation does not occur, originate from emotional problems that interfere with academic performance, causing situations of isolation, truancy, discouragement, difficulties in learning and in interpersonal relationships. Negative emotions are related with unpleasant feelings, like anxiety, boredom, stress, tension, pessimism, fear and sorrow, which seems to be quite present on affective lack of these students (Albuquerque e Tróccoli, 2004). It becomes imperative to increase the frequency of pleasant feelings of well-being and happiness in the University, such as the practice of physical activity and the use of strategies with students who provide the students' capacity to adapt to new situations, which reinforces the theory of Marinho et al. (2012), where concerns the positive behaviors health front influence individual well-being and quality of life. Many students have a daily life disturbed, with insecurities and uncertainties experienced in contemporary times, being primordial arising improvements in the environment in which the student lives, with basic facilities and support networks that allow the development of healthy and appropriate psycho-social habits. Individual well-being is a broad theme, which includes many aspects, such as the emotional responses of individuals, satisfaction with life domains and global assessments of success in life (Ribeiro, J., 2005). The success in life is considered one of the main indicators of individual well-being, being included in the cognitive dimension (Oliveira et al., 2008).

The wellness concept is subjective and appeared around the years 60, being a complex concept covering a cognitive dimension and an affective, joining other concepts and dimensions of study as the quality of life, negative emotions and positive emotions (Ribeiro & Galinha, 2005). The cognitive component of individual well-being would be vital satisfaction, which corresponds to specific fields, while the affective component refers to the presence of positive feelings, called by some of happiness. (Morales et al., 2011). Individual well-being can be considered as a measure that includes the presence of positive emotions, with the absence of negative emotions and the presence of feelings of success in life (Diener, Suh, & Oishi, 1997). It is an aspect that can foster the way how we see ourselves and other people, which may result in feeling happy to experience the everyday situations. It is considered increasingly important to understand aspects related to this topic (Passareli & Silva, 2012).

The estimation of well-being allows to investigate the individual experience of evaluation of life, and this understanding allows you to

get contributions to improving the proficiency of life and the well-being of individuals (Giacomini, 2004). According to the WHO (2013) there is a consensus that the success in life is the main indicator of individual well-being and this dimension consists of a cognitive judgment of overall assessment of life itself, very diverse with regard to characteristics of students. The concept of satisfaction or succeed in life was defined as the positive valuation that the person does of your life, involving specific aspects such as family, the trajectory academic and professional, health, friends and leisure (Diener, Suh, Lucas, & Smith, 1999; García-Viniegras & González, 2000, citados por Morales et al., 2011; Joia e Donalisio, 2007).

The research on academic experience reveals a process that occurs over the years of graduation, striking in view of the numerous changes that have reached the wider society, and the University in particular, as well as the economic organization, social, cultural and political. Increasingly, information and knowledge occupy an essential role and access to education has become a goal valued both by individuals, in search of better living conditions and as the Nations aimed at increasing your ability to produce innovation, creativity and excellence in solving problems (Pascarella & Terenzini, 1998; Reason, 2009). Currently, possess a college degree is the natural option and the expected by society after completion of secondary education. Serves as a liaison between the school life and labour insertion, being seen by most college students as a privileged form of personal and professional achievement (Magalhães & Redivo, 1998; Pachane, 2004; Bardagi & Boff, 2010).

Satisfaction with the academic life involves three components the course, learning/development opportunities and the institution (Schleich, Polydoro & Santos, 2006). Is considered multidimensional by encompass various academic areas as the quality of education, the curriculum, the relationship with teachers and colleagues, management, the facilities and the University's resources, in addition to the lack of student academic and intellectual environment of the institution. With the increased heterogeneity of the population, emerged the need to increase in parallel with the expansion of educational establishments. However, in Portugal, according to Schleich et al. (2006), although there is no great accessibility to higher education, there is little concern about the conditions of the teaching. The facilities are summed up the classrooms, with ineffective teaching methods that can lead to a rigid curriculum, without considering the massive diversity of students and its peculiar characteristics. The success of the student is not restricted to the final notes, encompasses greatly the cognitive affective and social performance. The literature demonstrates that higher education causes major changes in students, at all levels (Pascarella & Terenzini, 2005).

Studies over time show that the student development is influenced by the opportunities of share experiences and ideas on the interaction with others and that success is dependent on your involvement with the resources provided by the educational institution (Schleich, Polydoro & Santos, 2006). The research on college students, held by Bardagi & Boff, (2010), reveals that the satisfaction with life in general and the satisfaction with the academic life are closely related to career choice, personality, optimism, sense of identity and guidance for the profession, as well as with the academic success and satisfaction with academic activities. In students of physical education, (1999), demonstrates that the fact of working in the area, take a little time to get to the University and have more age, are aspects that are associated with the individual well-being.

2. METHODOLOGY

Following the literature exposed the present study intends to identify the values of Individual well-being dimension defended by the students of the University of Madeira (Uma), Portugal and the University of Fortaleza (UNIFOR), Brazil. The study is descriptive and comparative. The sample consists of a representative population of college students (n=605), being 225 of the University of Madeira (Uma) and 380 of the University of Fortaleza (UNIFOR). The data were collected before and after sessions's school in different courses. Students were randomly selected in all centres of the universities. As inclusion criteria we have young people who attend the undergraduate courses, aged between 18 and 24 years, being deleted those who not included on age, those who attending graduate courses and those who do not complete the questionnaire. It was used the structured questionnaire on values (Lages, 1987, adapted from the European Values Survey), consisting of 30 questions, grouped by 6 dimensions

of values and which are: Individual well-being; Interpersonal Relations; Participation and Social intervention; Ethics and Sense of life; Family and Socio-Political values. The data collection took place in the year 2017, after approval by the Ethics Committee, and participants were elucidated the confidentiality and anonymity of the results, giving your informed consent at the time of the completion of questionnaires. Likewise we have informed that they could quit at any time during participation, without any damage. Descriptive statistics was used by the calculation of frequencies, averages, standard deviation and minimum and maximum values. The focus of the study is the dimension INDIVIDUAL WELL-BEING that encompasses issues such as, personal satisfaction, physical and psychological well-being, conception of success in life and the succeed in life and its causes.

3. RESULTS

The average distribution by ages of students of UMA is 21.38 and of UNIFOR is 20.94, with a standard deviation of 2.0 and 1.95 respectively. The minimum value is located in the 18 years of age and the maximum in 24 years (table 1). Most are female (65.3% UMA and 74.2% UNIFOR) and single (96.0% UMA and 96.3% UNIFOR). As regards the naturalness in UMA most is Portuguese (96%) and in UNIFOR Brazilian (94.2%). With regard to the ethnic group most of the white race (96.0%) and brown (55.0%), respectively in UMA and in UNIFOR.

Table 1- descriptive statistics of the age of young people by University

	Nº	Minimum	Maximum	Average	Standard Deviation
UMA	225	18	24	21.38	2.00
UNIFOR	380	18	24	20.94	1.95

With regard to individual well-being most of the population refers to feelings of instability (53.8% UMA; 53.2% UNIFOR) that feel agitated and anxious (36.1% UMA; 41.6% UNIFOR) and lonely (7.1% UMA; 5.8% UNIFOR). However, we found that a significant proportion of students (46,2% UMA; 46.8% UNIFOR) referred to feel happy.

Table 2 –college students’ feelings by educational establishment

Feelings	UMA		UNIFOR	
	n	%	n	%
Bored and unhappy	12	5.3	15	3.9
Lonely, uncommunicative	16	7.1	22	5.8
Happy and satisfied	104	46.2	178	46.8
Agitated or anxious	81	36.1	156	41.6
Sick	12	5.3	7	1.8
Total	225	100,0	380	100,0

Regarding to *personal satisfaction* we note that most of the population, claim is very pleased with the friendships (UMA=86,4%; UNIFOR=83.6%), family (UMA=76%; UNIFOR=84.8%), qualifications (UMA=73.8%; UNIFOR=87.3%), life (UMA=72.9%; UNIFOR=79.5%), capabilities (UMA=71.5%; UNIFOR=77.1%) and income (UMA=67.1%; UNIFOR=71.6%). On the other hand, a significant proportion of students, refer to be little or not at all satisfied with your luck (UMA=48.8% e UNIFOR=38.4%), health (UMA=47.6% e UNIFOR=23.4%), Work (UMA=42.6% e UNIFOR=42.4%) and Social status (UMA=37.4% e UNIFOR=24.8%).

Table 3 – Individual Satisfaction of young people by institution

Satisfaction with:	UMA				UNIFOR			
	Extremely/Very much		Little/Nothing		Extremely/Very much		Little/Nothing	
	n	%	n	%	n	%	n	%
Luck	115	51.1	110	48.9	234	61.6	146	38.4
Social status	141	62.6	84	37.4	286	75.3	94	24.7
Capabilities	161	71.6	64	28.4	293	77.1	87	22.9
Health	163	72.4	87	28.6	291	76.6	89	23.4
Family	171	76.0	54	24.0	222	84.8	58	15.2
Friendships	181	80.4	44	19.6	318	83.7	62	16.3
Qualifications	166	73.8	59	26.2	332	87.4	48	12.6
Income	151	67.1	74	32.9	277	71.6	108	28.4

Work	129	57.4	96	42.6	219	57.6	161	42.4
Life	164	72.9	61	27.1	302	79.5	78	20.5

With regard to the psychological and physical wellbeing students attach importance to all attitudes that follow, including, in descending order: have a happy family (UMA=92.4%; UNIFOR=93.4%), have good health (UMA=92%; UNIFOR=96.8%), have a professional success (UMA=91.6%; UNIFOR=96.8%), enjoy life (UMA=90.2%; UNIFOR=92.8%), human rights (UMA=88.4%; UNIFOR=91.3%), progress (UMA=88%; UNIFOR=93.7%), solidarity (UMA=87.5%; UNIFOR=96.0%), fraternity (UMA=87.1%; UNIFOR=94.2), live a great love (UMA=84.9,3%; UNIFOR=89.3) and have money (UMA=80.0%; UNIFOR=90.0%). Unlike when it comes to have influence and power the respondents mostly (UMA=52.5%; UNIFOR=42.1%) attach little or no importance. Once again we find that the most valued aspects in personal satisfaction are the family and health institution which supports the commented.

Table 4 – Importance of attitudes of students by institution

Importance of attitudes:	UMA				UNIFOR			
	Extremely/Very much		Little/Nothing		Extremely/Very much		Little/Nothing	
	n	%	n	%	n	%	n	%
Enjoy life	203	90.2	22	9.8	353	92.8	27	7.2
Have money	180	80.0	45	20.0	342	90.0	38	10.0
Influence and power	107	47.5	118	52.5	220	57.9	160	42.1
Professional success	206	91.6	119	8.4	368	96.8	12	3.2
Have good health	207	92.0	18	8.0	368	96.8	12	3.2
Live a great love	191	84.9	34	15.1	339	89.3	41	10.7
Happy family	208	92.4	17	7.5	355	93.4	25	6.6
Solidarity	197	87.5	28	12.4	365	96.0	15	4.0
Progress	198	88.0	27	12.0	356	93.7	26	6.3
Human rights	199	88.4	26	11.6	347	91.3	33	8.7
Fraternity	196	87.1	29	12.9	358	94.2	22	5.8

With regard to the understanding of the students in which consists the have success in life the majority claims that is due to have a happy family (UMA=72.4%; UNIFOR=73.4%) and to be a good person (UMA=57.8%; UNIFOR=65.8%).

On the other hand, the majority of academics considers that the success in life does not imply necessarily have a lot of power and influence (UMA=92.9%; UNIFOR=91.3%), have a good car, a good home (UMA=92.4%; UNIFOR=93.7), have much prestige, be considered (UMA=90.2%; UNIFOR=85.8), have a lot of money (UMA=85.8%; UNIFOR=88.4%), have a good social position (UMA=87.6%; UNIFOR=85.3), have a thriving business (UMA=80.4%; UNIFOR=77.4%) and have the esteem of those who know him (UMA=74.7%; UNIFOR=87.6%).

Table 5 – Concept of success in the lives of students by institution

What is success in life?	UMA				UNIFOR			
	Yes		No		Yes		No	
	n	%	n	%	n	%	n	%
Get estimates from who knows	57	25.3	168	74.7	47	12.4	333	87.6
Have power and influence	16	7.1	209	92.9	33	8.7	347	91.3
Have a happy family	163	72.4	62	27.6	279	73.4	101	26.6
Have a thriving business	44	19.6	181	80.4	86	22.6	294	77.4
Have much prestige	22	9.8	203	90.2	54	14.2	326	85.8
Have a lot of money	32	14.2	193	85.8	44	11.6	336	88.4

Have a good car, a good home	17	7.6	208	92.4	24	6.3	356	93.7
To be a good person	130	57.8	95	42.2	250	65.8	130	34.2
Have a good social position	28	12.4	197	87.6	56	14.7	324	85.3
Help happiness of others	102	45.3	123	54.7	159	41.8	221	58.2

Similarly as to consider people with success in life the majority responded affirmatively (UMA=57.8%; UNIFOR=85.8%), of these the most (UMA=52.4%; UNIFOR=71.1%) claims to be due to the support of the family. We emphasize, however, that a large percentage (42.2%) of the students of the University of Madeira do not succeed in life, what concerns us because it represents a symbolic share of population under study. On the other hand, in UNIFOR 14.2% only considers himself without success in life.

Table 6 – Consider to be a person with success in the lives of young people by institution

Opinion	Uma		UNIFOR	
	n	%	n	%
Yes	131	57.8	326	85.8
No	94	42.2	54	14.2
Total	225	100.0	380	100.0

Table 7 – Causes of success in young's life by institution

What do you attribute the success in your life?	Uma				UNIFOR			
	Yes		No		Yes		No	
	n	%	n	%	n	%	n	%
Support from friends	49	21.8	82	36.4	79	20.8	247	65.0
Family support	118	52.4	13	5.3	270	71.1	56	14.7
Luck and destiny	9	4.0	122	53.8	29	7.6	297	78.2
Capabilities	73	32.4	58	25.3	154	40.5	172	45.3
Instruction	18	8.0	113	50.2	92	24.2	234	61.6
Work and effort	82	36.4	49	21.8	166	43.7	160	42.1

4. Discussion

The results presented show that the majority of the population belongs to the female and she's single. According to the data published in the book "Portugal, European values, cultural identity", reducing the feeling of happiness and satisfaction with life is significantly related in General, with the living conditions and development problems and/or isolation (Almeida e França, 1993). The results of a survey on college students (n = 163), at an Australian University, has shown that the environmental context, the lack of physical security and the personality of the student are factors that significantly influence individual well-being, being the aspects take care in universities. In addition, authors such as Mazzucchelli and Purcell (2015) carried out a systematic review of the literature, between the years of 2003 to 2013, about academic adaptation and coping strategies in Brazilian University and concluded that strategies focused on problem and the social support correlated positively with the academic adaptation process and, consequently, individual student's wellness. On the other hand, the strategies focused on emotion were negatively related with the process of adjustment to higher education. In the same line of thought and to evaluate the academic experiences, Cunha and Carrilho (2005), in a survey on students (n = 100) military engineering course, in the age group of 16 to 24 years, found that the results suggest that academic performance can be affected by experiences of students both personally, as experienced academic achievements in the first year of College. A multidisciplinary review about the wellness concept, Dodge, Daly, Huyton, & Sanders (2012), indicate the need for a new definition of well-being as a State of dynamic equilibrium that can be affected by life events or challenges, proposing a new definition, which transmit the multi-faceted nature of well-being and help decision-makers and politicians to continue in the understanding of this popular term. Other research conducted on the physical and psychological well-being in university students (n = 3,271) of eleven colleges in Egypt (El Ansari et al. .2013), showed that most reports fatigue problems, difficulty concentrating and headaches, being the female more prone to headache, back pain, neck, shoulder, more load of

studies, examinations, papers and presentations, as well as financial problems. Both sexes felt psychosomatic health problems, although women have experienced higher rates of nerves/anxiety, depressive mood and fatigue.

A research on the self-evaluation of the subjective well-being in university students (n=524), Passareli-Carrazzoni, P., Silva, J. A. (2012), concluded that special attention should be paid to the correlation of subjective well-being involving health/disease conditions, income, education, cultural differences, among others, for bringing important contributions to psychology and, consequently, to the collective health. Other research relating to satisfaction with life and spiritual well-being held in university students of Psychology (n = 136), the Catholic University of Rio Grande do Sul, demonstrated the existence of a positive correlation between the physical, psychological, social areas and existential well-being in those environmental University, having obtained the highest score the psychological and existential well-being domain. In this way, emphasises the importance of the theme of spirituality as discussion in the scientific field.

At the same time, Silva and Heleno (2012), demonstrated that social relationships interfere more positively on satisfaction with life and unlike the less favourable is related to the environment. Concern that, in relation to individual well-being, this is affected by negative emotions, therefore it can be seen that it is necessary to think about prevention/health promotion and expand student assistance policy, with psychosocial interventions that reflect satisfactorily the subjective well-being and life success. The authors, tend to reinforce our study, because regarding individual well-being most of the studied population feels unstable, being the Brazilian population more anxious that the Portuguese, and a significant proportion of students, refer to be little or nothing satisfied with their luck. Health is more valued by the portuguese. With regard to work and to social opinion position is uniform in both groups. Aspects of satisfaction most valued in both groups are the family, health and have a good job. However, the dimensions less valued, in both groups are have influence and power, however the success in life is much more valued in the Brazilian population.

5. RESULTS

The study of individual well-being in college students becomes significant for the knowledge of living conditions, lifestyle and needs, aiming at the implementation of prevention and health promotion to the same (Oliveira, 2006, Benjamin, 1994).

In line, the concept of success in life is a single cognitive process of evaluation of life itself that is one of the most widely used concepts for the understanding of the term quality of life, by bringing together various aspects related to quality of life, such as the Inter-relationship between environmental aspects, physical, psychological, relational and independence level. (WHO, 2013). We understand also the well-being as a subjective term, strongly related to the quality of life. Understanding of the variables that influence the satisfaction/success with life proves to be essential for improving the quality of life of people, according to the theoretical perspective of psychology.

Higher education institutions can not underestimate the fundamental role of your training biopsychosocial well-being of students, such as: profound changes in lifestyles, the irresponsible behavior in the preservation of nature, production/models consumption and in consolidated structures of power, which today govern our collective. The admission in higher education is a time of great change and expectations that influence positively or negatively the satisfaction with the life of the student, depending on multiple factors. It is a fact that the events experienced during the transition to higher education, as well as coping strategies for unexpected situations, used throughout this period will be instrumental in the adaptation of the student at the University, for the planning and development of educational measures aimed at the full integration of students in higher education, which can be performed by services and professionals that help the student in your self-knowledge and confrontation of difficulties, being favorable to your strengthening individual and emotional balance, thereby increasing, your ability to respond more satisfactorily to the challenges faced in this phase of life.

In summary, this study is expected to subsidize the realization of further research in this field, because the knowledge about the success in life and the individual well-being of college students allows the

establishment of programs directed to mental health, with interventions of prevention and promotion of health that are aimed at improving the quality of life and well-being.

REFERENCES

- Albuquerque, A. S., & Tróccoli, B. T. (2004). Desenvolvimento de uma escala de bem-estar subjetivo. *Psicologia: teoria e pesquisa*, 20(2), 153-164.
- Almeida, Ana Nunes, França, Luis (1993). Portugal, valores europeus, identidade cultural. Lisboa: Instituto de Estudos para o Desenvolvimento. ISSN: 9729219567, 9789729219566
- Arnett J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *Am Psychol*, 55, 469-80.
- Bardagi, Marucia Patta, & Boff, Raquel de Melo. (2010). Autoconceito, autoeficácia profissional e comportamento exploratório em universitários concluintes. *Avaliação: Revista da Avaliação da Educação Superior (Campinas)*, 15(1), 41-56.
- Benjamin, M. The quality student life: toward a coherent conceptualization. (1994). *Social Indicators Research*, 31(3), 205-264.
- Boot CR, Donders NC, Vonk P, Meijman FJ. (2009). Development of a student health questionnaire: The necessity of a symbiosis of science and practice. *Glob Health Promot*, 16, 35-44.
- Colic Baric I, Satalic Z, Lukesic Z. (2003). Nutritive value of meals, dietary habits and nutritive status in Croatian university students according to gender. *Int J Food Sci Nutr*, 54, 473-84.
- Cunha, S. M., Carrilho, D. M (2005). O processo de adaptação ao ensino superior e o rendimento académico. *Psicologia escolar e educacional*, 9(2), 215-224
- Diener, E., Suh, E. M., Richard E. Lucas, R. E. & Smith, H. L. (1999). Subjective Well-Being: Three Decades of Progress *Psychological Bulletin*, 125(2), 276-302
- Diner, E., Suh, E., & Oishi, S. (1997). Recent findings on subjective Well-being. *Indian Journal of Clinical Psychology*, 24(1), 25-41.
- Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235.
- Eisenberg D, Gollust SE, Golberstein E, Hefner J. L. (2007). Prevalence and correlates of depression, anxiety, and suicidality among university students. *Am J Orthopsychiatry*, 77, 534-42.
- El Ansari W, Stock C. (2010). Is the health and wellbeing of university students associated with their academic performance? Cross sectional findings from the United Kingdom. *Int J Environ Res Public Health*, 7, 509-27.
- El Ansari, W., Labeeb, S., Moseley, L., Kotb, S., and El-Houfy, A. (2013). Physical and Psychological Well-being of University Students: Survey of Eleven Faculties in Egypt. *International Journal of Preventive Medicine*, 4(3), 293-310.
- Eurich, R. B., & Klutchofsky, A. C. (2008). Avaliação da qualidade de vida de acadêmicos de graduação em enfermagem do primeiro e quartos anos: influência das variáveis sociodemográficas. *Revista de Psiquiatria do Rio Grande do Sul*, 30(3), 211-220.
- Ferraz, M. F., & Pereira, A. S. (2002). A dinâmica da personalidade e o Homisickness (saudades de casa) dos jovens estudantes universitários. *Psicologia, Saúde e Doença*, 3, 149-164.
- Finkelstein D. M., Kubzansky L. D. (2006). Goodman E. Social status, stress, and adolescent smoking. *J Adolesc Health*, 39, 678-85.
- García-Viniegras, C. & González, I. (2000). La categoría bienestar psicológico, su relación con otras categorías sociales. *Revista Cubana de Medicina Integral*, 16(6), 586-592.
- Giacomoni, Claudia Hofheinz. (2004). Bem-estar subjetivo: em busca da qualidade de vida. *Temas em Psicologia*, 12(1), 43-50.
- Gilpin E. A., White V. M., Pierce J. P. (2005). What fraction of young adults are at risk for future smoking, and who are they? *Nicotine Tob Res*, 7, 747-59.
- Joia, L., Ruiz, T., & Donalísio, M. (2007). Condições associadas ao grau de satisfação com a vida entre a população de idosos. *Revista de Saúde Pública*, 41(1), 131-138.
- Joly, M. C., Santos, A. A. A., & Sisto, F. F. (2005). *Questões do cotidiano universitário*. São Paulo: Casa do Psicólogo.
- Kurré J, Scholl J, Bullinger M, Petersen-Ewert C. (2011). Integration and health-related quality of life of undergraduate medical students with migration backgrounds – Results of a survey. *Psychosoc Med*, 8(7), 1-14.
- Lee RL, Loke AJ. Health-Promoting behaviors and psychosocial well-being of university students in Hong Kong (2005). *Public Health Nurs*, 2, 209-20.
- Magalhães, M. O. & Redivo, A. (1998). Re-opção de curso e maturidade vocacional. *Revista da ABOP*, 2, 7-28
- Marinho, Niciane Bandeira Pessoa, Vasconcelos, Hérica Cristina Alves de, Alencar, Ana Maria Parente Garcia, Almeida, Paulo César de, & Damasceno, Marta Maria Coelho. (2012). Diabetes mellitus: fatores associados entre usuários da Estratégia Saúde da Família. *Acta Paulista de Enfermagem*, 25(4), 595-600
- Martins, A., Pacheco, A., Jesus, S. N. (2008). Estilos de vida de estudantes do ensino superior. *Mudanças: psicologia da saúde*, 16(2), 100-108.
- Mazzucchelli and Purcell (2015). Psychological and Environmental Correlates of Well being Among Undergraduate University Students. *Psych Well-Being*, 5(6), 1-18
- Mikolajczyk RT, Maxwell AE, El Ansari W, Naydenova V, Stock C, Ilieva S, et al. (2008). Prevalence of depressive symptoms in university students from Germany, Denmark, Poland and Bulgaria. *Soc Psychiatry Psychiatr Epidemiol*, 43, 105-12.
- Morales P., Bustamante D., Espina-Marchant P., Neira T., Gutierrez M., Allende C. (2011). Pathophysiology of perinatal asphyxia: can we predict and improve individual outcomes? *EMPA J*, 2, 211-230.
- Oliveira, A. A. B. Educação Física no Ensino Médio – período noturno: um estudo participante (1999). Tese (Doutorado) – Universidade de Campinas – UNICAMP.
- Oliveira, G., Costa, J., Rodrigues, G. (2008). Satisfação com a Vida em Portadores de Necessidades Especiais. *Saúde Coletiva: Coletânea*. No.2.
- Schleich, A. L.; Polydoro, S. A.; Santos, A. A. (2006). Escala de satisfação com a experiência acadêmica de estudantes do ensino superior. *Avaliação Psicológica*, 5(1), 11-20.
- Oliveira, J. A. (2012). Qualidade de vida e desempenho acadêmico de graduandos. *Revista Psicologia e Saúde Revista Psicologia e Saúde*, 4(1), 69-76.
- Pachane, G. G. (2004). A experiência universitária e sua contribuição ao desenvolvimento pessoal do aluno. In: Mercuri E. & Polydoro, S. A. J. (Orgs.), *Estudante universitário: Características e experiências de formação*, 155-186. Taubaté: Cabral.
- Pascarella, E. T., & Terenzini, P. T. (1998). Studying college students in the 21st century: Meeting new challenges. *The Review of Higher Education*, 21, 151-165.
- Passareli-Carrazzoni, P., Silva, J. A. (2012). Subjective well-being: self-assessment in college students. *Estudos de Psicologia Campinas*, 29(3), 415-425.
- Reason, R.D. (2009). An Examination of Persistence Research through the Lens of a Comprehensive Conceptual Framework. *Journal of College Student Development*, 50(6), 659-682.
- Ribeiro, J. L. (2005). *Introdução à psicologia da saúde*. Portugal: Quarteto.
- Ribeiro, J. L., & Galinha, I. (2005). História e evolução do conceito de bem-estar subjetivo. *Psicologia, Saúde & Doenças*, 6(2), 203-214.
- Roberts, R., Golding, J., Towell, T., Reid, S. and Woodford, S. (2000). Mental and Physical Health in Students: The Role of Economic Circumstances. *British Journal of Health Psychology*, 5(3), 289-297.
- Santos, A. A., Noronha, A. P., Amaro, C. B., & Villar, J. (2005). Questionário de Vivência Acadêmica: estudo da consistência interna do instrumento no contexto brasileiro. In: Joly, M. C., Santos, A. A., & Sisto, F. F. (Orgs.). *Questões do cotidiano universitário*. São Paulo: Casa do Psicólogo.
- Schleich, A. L. (2006). Integração na educação superior e satisfação acadêmica de estudantes ingressantes e concluintes. *Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade Estadual de Campinas: Campinas*.
- Silva, E. C., Heleno, M. G. V. (2012). Quality of Life and Subjective Well-Being of College Students. *Revista Psicologia e Saúde*, 4(1), 69-76
- Stewart-Brown S, Evans J, Patterson J, Petersen S, Doll H, Balding J, et al (2000). The health of students in institutes of higher education: An important and neglected public health problem? *J Public Health Med*, 22, 492-9.
- Stock C, Kűcűk N, Miseviciene I, Guillén-Grima F, Petkeviciene J, Aguinaga-Ontoso I, et al. (2003). Differences in health complaints between university students from three European countries. *Prev Med*, 37, 535-43.
- Stock C, Mikolajczyk RT, Bilir N, Petkeviciene J, Naydenova V, Dudziak U, et al. (2008). Gender differences in health complaints among students: Results from a survey in seven countries. *J Public Health*, 16, 353-60.
- Teixeira, M. A., Castro, G. D., & Piccollo, L. R. (2007). Adaptação à universidade em estudantes universitários: um estudo correlacional. *Interação em Psicologia*, 11(2), 211-220.
- Vaez M, Kristenson M, Laflamme L. (2004). Perceived quality of life and self-rated health among first-year university students; a comparison with their working peers. *Soc Indic Res*, 68, 221-34.
- von Bothmer MI, Fridlund B. (2005). Gender differences in health habits and in motivation for a healthy lifestyle among Swedish university students. *Nurs Health Sci*, 7, 107-118.
- WHO (2013). Joint meeting of experts on targets and indicators for health and well-being in Health 2020. Copenhagen.