

SUBJECTIVE WELL-BEING AND POSITIVE PSYCHOLOGICAL FUNCTIONING THROUGHOUT THE FIRST YEARS OF HIGHER EDUCATION

Abstract

The transition and adaptation to Higher Education is usually characterized by new challenges and demands in the students' lives, which may affect their well-being and academic performance. The main objective of this longitudinal study is to analyze the subjective well-being and positive psychological functioning of students throughout their initial journey in higher education. For this purpose, 137 undergraduate students answered three questionnaires at two different times, one year apart: Satisfaction With Life Scale, Positive and Negative Affect Schedule and Positive Psychological Functioning Scale. No significant differences were observed in the global sample between the two moments, however there were less favorable scores in the transition from the first to the second year, compared to the transition from the second to the third year. In addition, in the second moment of data collection, the group of students displaced from their residence showed a better satisfaction with life. In conclusion, educational institutions should pay attention to some groups of students at greatest risk, implementing measures to support their integration and adaptation to higher education.

Keywords: *Well-being. Life satisfaction. Positive psychological functioning. Adaptation to higher education. Longitudinal study.*