

A Study on Psychological Well-Being and *Kesejahteraan* among IIUM Malaysian Postgraduate Students

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(Received: 14th July 2021; Accepted: 16th November 2023; Published on-line: 30th December 2023)

Abstract

The study aimed to investigate the two elements of well-being, namely psychological well-being, and the threats towards well-being to ascertain the relationship between psychological well-being and the *Sejahtera* of Malaysian postgraduate students at International Islamic University Malaysia (IIUM). While mental health issues among university students have been abundantly researched, only a few studies have focused on psychological well-being. Employing the Carol Ryff's Psychological Well-Being (PWB) questionnaire, data were collected from 283 IIUM Malaysian postgraduate students. Descriptive analysis, independent t-test and analysis of variance (ANOVA) were used to analyse the data. The results revealed that Malaysian postgraduate students' education at IIUM are doing well in terms of their psychological well-being (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance). The relationship between psychological well-being and student's *Sejahtera* showed that these students were able to manage their psychological well-being, including personal matters, stress, time management, acceptance of emotions and thoughts. In conclusion, the six factors of psychological well-being were able to support and balance the threats, at the same time helping the students to achieve *Sejahtera*.

Keywords: *Mental health, psychological well-being, postgraduate students, threats towards well-being, Sejahtera*

INTRODUCTION

According to the World Health Organization (WHO), mental health is known as a state of well-being in which the individuals realize their abilities and full potentials, can cope with the normal stresses and challenges in life, yet work productively and contribute to the community (WHO, 2017). In Malaysia, it is stated that by the year 2020, mental illnesses are predicted to be the second-largest health problem after heart disease, and a major source of loss in well-being which can affect individuals' daily routines (Hassan et al., 2018).

Psychological well-being refers to a person's emotional, psychological, and social health, while *kesejahteraan* encompasses a wider range of factors that contribute to a person's overall happiness and satisfaction with life (Yunanto, 2020). According to Defina and Rizkillah (2021), factors such as financial stability, social support, good physical health, and access to educational and career opportunities can all contribute to a student's *kesejahteraan*. Education is primarily responsible for developing *sejahtera* individuals, particularly at the higher education level since individuals at this stage are expected to have matured and developed intellectually, emotionally, physically and morally. The word '*sejahtera*' originates from the Sanskrit language that is used in Bahasa Malaysia, which means 'peace' (Sarif, 2020). The International Islamic University of Malaysia (IIUM) adopts the Sejahtera Academic Framework (SAF), which aims to provide IIUM students with quality, balanced, and integrated education and a positive and conducive environment for them to grow, acquire strong character, develop their capabilities, be productive and dynamic (Borhan, 2021). Since SAF plays a crucial role in guiding and ensuring IIUM students' education and environment, it would be interesting to examine the students' psychological well-being and their *kesejahteraan*. Psychological well-being and *kesejahteraan* among students are related in that they both play important roles in determining a student's overall quality of life. When a student has high levels of both psychological well-being and *kesejahteraan*, they are more likely to experience overall happiness and success in life.

Higher education institutions can play a pivotal role in fostering the psychological well-being of students, equipping them with the necessary support to excel academically, personally, and professionally in a wholesome manner, as emphasized by Wei et al. (2021). This support offers a multitude of advantages to students, including increased life satisfaction, improved interpersonal relationships, enhanced mental health, heightened resilience, and enhanced academic performance, as noted by Aldridge et al. (2020). Furthermore, it is essential to recognize that psychological well-being directly influences mental health, serving as a protective factor against the emergence of mental health issues, as elucidated by Villani et al. (2021). Wongtongkam (2019) has underlined that a robust sense of well-being empowers individuals to effectively navigate stress and confront challenges, thereby reducing the likelihood of stress-related mental health problems, particularly among students. Concurrently, Karaman et al. (2019) have underscored that the higher

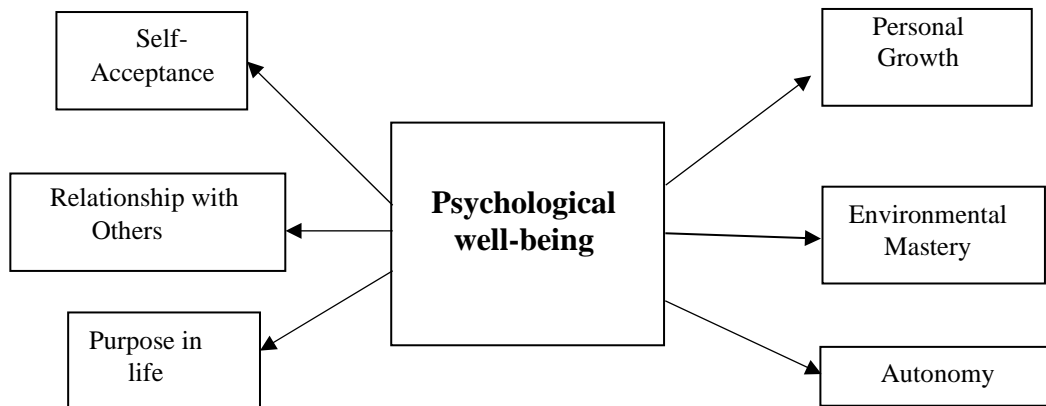
education journey can be inherently stressful for students, underscoring the importance of a robust sense of well-being to help them navigate the academic, social, and personal stressors they encounter. Additionally, it is crucial for students to acquire effective stress management skills during their studies and develop healthy coping mechanisms, such as confiding in a trusted individual or engaging in enjoyable activities when experiencing stress, as proposed by Capone et al. (2020). The promotion of psychological well-being empowers students to build the skills and resources necessary for stress management, academic excellence, and the preservation of good mental health.

Theoretical and Conceptual Framework

In the exploration of psychological well-being, Carol Ryff (1989a) suggested a model that consisted of six categories; (1) autonomy, (2) purpose in life, (3) positive relations with others, (4) personal growth, (5) environmental mastery and (6) self-acceptance (see Figure 1). This theory suggests that these factors contribute to one's well-being.

Figure 1

Carol Ryff's six categories of psychological well-being



The current study is grounded in the belief that psychological well-being holds significant importance in the lives of students. Autonomy, defined as the sense of control individuals have over their life choices, has been associated with enhanced psychological well-being among university students. This autonomy can empower students, making them feel more capable of managing their own lives, ultimately boosting their self-efficacy and reducing stress and anxiety levels. By encouraging autonomy and self-determination, universities can contribute to the enhancement of students' psychological well-being and bolster their resilience when facing challenges and stressors.

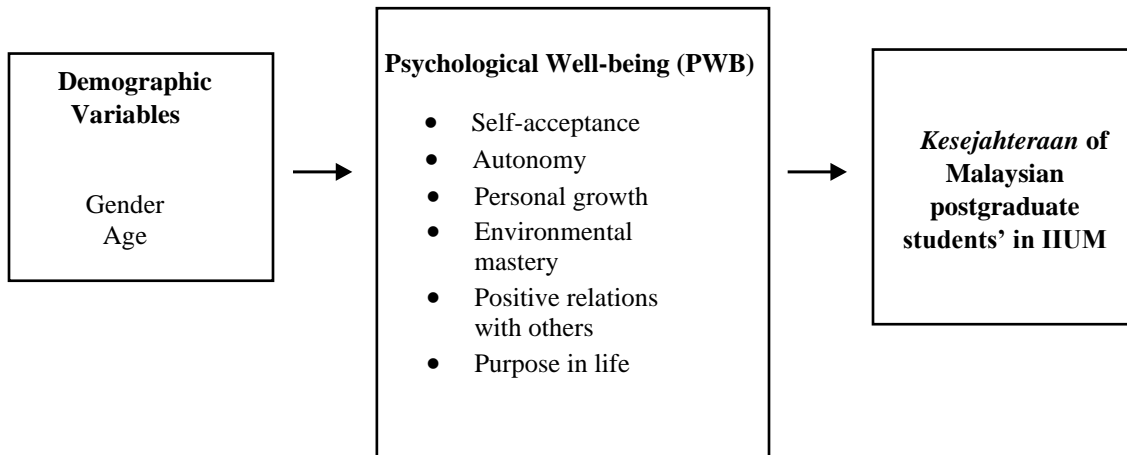
Another critical factor is having a sense of purpose in life, which can positively influence the psychological well-being of university students by providing direction, meaning, and fulfilment, igniting students' motivation and engagement in their life pursuits. Positive relationships with others represent the third factor of significance. Cultivating positive connections can profoundly impact the psychological well-being of university students by offering social support, fostering a sense of belonging and connectedness, and mitigating stress and anxiety. Additionally, personal growth is vital when it contributes to the process of self-development and improvement, as it can exert a positive influence on the psychological well-being of university students. Personal growth enhances feelings of competence, self-esteem, and fulfilment, ultimately bolstering students' confidence and engagement in their life journey.

The fourth aspect is environmental mastery, denoting the extent to which individuals feel in control of and capable of influencing their surroundings. This attribute has been linked to heightened psychological well-being, as it reduces stress and enhances feelings of competence and autonomy by instilling a sense of control over one's environment. Finally, self-acceptance, the act of acknowledging and valuing oneself, can exert a positive impact on the psychological well-being of university students. When individuals fully accept themselves, they are more likely to harbour positive perceptions about their own lives and themselves, thereby reducing the likelihood of experiencing negative emotions like anxiety and depression.

Meanwhile, *sejahtera* or *kesejahteraan* is a multi-faceted Malay term that does not exactly fit the simple English translation of 'well-being,' which refers more to the spiritual, intellectual, cognitive, cultural, ethical, emotional, ecological, economic, and societal aspects (Borhan, 2021). According to Borhan (2021), values and intellectual capacity are important to the state of mental health and well-being that can contribute to *sejahtera* of family, community, and the nation. In their struggle with mental health problems, students must develop skills to manage the threats to their psychological well-being (Abdullah, 2020). Hence, the impact of psychological well-being on *kesejahteraan*, or overall balance and peace in life, can be significant and wide-ranging. The students can improve their well-being and *kesejahteraan* by maintaining a healthy balance life between their academic and personal (Gunawan & Bintari, 2021). Figure 2 shows the impact of the psychological well-being towards *kesejahteraan* Malaysian postgraduate students in IIUM.

Figure 2

The impact of the psychological well-being on kesejahteraan Malaysian postgraduate students in IIUM

**Statement of the Problem**

In Malaysia, mental illness is projected to become the second-largest health concern, following heart disease, by 2020, potentially disrupting daily life and overall well-being (Hassan et al., 2018). Neglecting mental health issues poses a threat to society's well-being. Misconceptions about mental health issues can harm psychological well-being (Jaisoorya et al., 2017). Many students underestimate the commonality of such problems, leading them to avoid seeking help due to associated stigma. However, most mental health conditions are treatable with therapy, medication, or a combination. Higher education institutions can combat stigma and encourage students to seek help, ultimately enhancing their mental health and well-being.

Mental health problems affect higher education students in terms of social adjustment, academic and career concerns, and other related psychosomatic issues that may cause unhealthy mental conditions (Karatekin & Ahluwalia, 2020). According to Grasdalsmoen et al., (2020), mental health problems can have a significant impact on higher education students in a number of ways. Social adjustment issues, such as difficulty making friends or fitting in, can contribute to feelings of isolation and loneliness (Strice & Lavner, 2019). Bai et al., (2020) mentioned that academic and career concerns, such as pressure to perform well, can lead to stress and anxiety. Additionally, mental health problems can also cause physical symptoms, such as headaches or stomach-aches, which can further make worse to the student's condition. These factors can contribute to an unhealthy mental state, making it important for higher education institutions to provide resources and support to help students maintain good mental health.

Apart from the numerous studies on mental health problems at higher education level, students' psychological well-being issues have been widely studied at higher educational institutions. Such issues include making their own decisions, adjusting to life and studies, learning about surroundings, and making new relationships with others, which can help them to have positive well-being (Hernández-Torrano et al., 2020). Studies that have drawn from Ryff's model have found that the factors of psychological well-being, which are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance can support students to be mentally well (Kumar, 2020).

Nevertheless, most of the previous studies have focuses on the negative effect of mental health issues on students' education while ignoring psychological well-being as the indicator of mental health, resulting in a lack of empirical studies on it. The ultimate goal is to reduce the risk of mental health problems, such as anxiety and depression, and improve the quality of life for students. By promoting psychological well-being, higher education institutions can help students develop the skills and resources they need to better manage stress, perform well academically, and maintain good mental health. Additionally, promoting well-being can foster positive relationships and provide students with a sense of purpose and fulfilment, leading to greater overall life satisfaction and happiness. In this way, promoting psychological well-being and *kesejahteraan* among students can have a positive impact on their mental health and well-being, helping them to thrive both personally and professionally.

Research Objectives

The main purpose of this study was to investigate the IIUM Malaysian postgraduate students' psychological well-being and *kesejahteraan* in relation to their gender and age. The specific objectives of the present study include:

1. To identify the level of psychological well-being and *kesejahteraan* among IIUM Malaysian postgraduate students.
2. To determine if there is any significant difference between age and the psychological well-being among IIUM Malaysian postgraduate students towards their *kesejahteraan*.
3. To determine if there is any significant difference between gender and the psychological well-being among IIUM Malaysian postgraduate students towards their *kesejahteraan*.

Research Hypotheses

The current study proposed the following null hypotheses:

H₀₁: There is no significant difference between age and psychological well-being among IIUM Malaysian postgraduate students towards their *kesejahteraan*.

H₀₂: There is no significant difference between gender and psychological well-being among IIUM Malaysian postgraduate students towards their *kesejahteraan*.

LITERATURE REVIEW

In the 2002 World Health Assembly, it was mentioned that mental health problems can give impact to individuals if they avoid them for a long-term period, which can give negative effects on individuals, societies, and countries because it leads to an increased number of mental health cases (Chisholm et al., 2016). Manstead (2018) mentioned that counsellors, psychiatrists, and therapists created various programs to help people with their mental health problems. Thus, mental health professionals offer a range of programs and therapies designed to help students with mental health issues. These may include individual or group therapy, behavioural therapies, medication management, and other evidence-based treatments which can help the students to seek support by professionals.

Well-being is more multidimensional and focuses on positive feelings (Ruggeri et al., 2020). It should not be limited to medical or biological descriptions but also as a replacement for the meaning of healthy life and a set of positive minds to avoid mental health problems (Doull et al., 2017). There was a study conducted on the relationship between mental health and low academic performance among young adults, as they are still learning on dealing with their emotions when receiving bad academic results, which could lead to mental health problems (De Luca et al., 2016). They need to seek suitable treatment when having symptoms because if they delay, their conditions may get worse (McLaffert et al., 2017). Thus, prevention and awareness programs brought benefits to university students as they taught them how to handle their emotions and thoughts (Kassymova et al., 2018).

Sejahtera, on the other hand, is one of the most important fundamentals that need to be concerned because it can affect individuals' mental health and well-being (Ahmad et al., 2019). Hattu et al. (2021) stated that *sejahtera* can help students with mental disorders by providing humanizing principles, that is by putting someone else first, and having good relationships with others. The concept of *sejahtera* stresses on balance and peace in psychological well-being (Razak, 2020). Hence, *sejahtera* relates with a state of happiness, contentment, and prosperity in all aspects of life, including emotional, social, and spiritual well-being. The idea of *sejahtera* stresses the

importance of finding a balance between different aspects of life and striving for inner peace and contentment which can help the student to be well in health way.

Twenge and Martin (2020) stated that gender differences between male and female exist in order to have healthy personal or family life, good interpersonal relationships, effective communications skills, and other factors that can affect psychological well-being. Gender differences are important because all empowered individuals are able to achieve self-actualization and utilize their different potential in the society (Dahlke et al., 2018). Women are more frequently than men to suffer from internalizing disorders, such as depression and psychological distress, while men are more frequently than women to suffer from externalizing disorders (Matud et al., 2019). Women are generally found to have a higher prevalence of internalizing disorders such as depression, anxiety, and psychological distress (Matud et al., 2019). On the other hand, men tend to have a higher prevalence of externalizing disorders, such as substance abuse and aggression (Matud et al., 2019). Katsantonis (2020) found that females have lower scores than males on the psychological well-being. However, it is important to note that these patterns vary across different cultures and populations, and that mental health is a complex issue that is influenced by many factors. Additionally, gender-based disparities in access to mental health services, stigma, and help-seeking behaviours can also contribute to these observed patterns.

Furthermore, research indicates that age is closely connected to psychological well-being, particularly in relation to life experiences, emotional intelligence, and personality traits. Additionally, a noteworthy positive association exists between educational attainment and psychological well-being, as demonstrated by De-Juanas et al. (2020) and Butler-Barnes et al. (2017). Guerra-Bustamante et al. (2019) also established the link between age, life experiences (both positive and negative), emotional intelligence, personality traits, and their influence on mental health. Emotional intelligence and personality traits play pivotal roles in determining psychological well-being by shaping an individual's ability to handle stress and regulate their emotions, as highlighted by De-Juanas et al. (2020). Furthermore, Dahlen et al. (2021) discovered a significant positive correlation between higher levels of education and psychological well-being, which can be attributed to increased access to economic and social resources, expanded personal growth opportunities, and enhanced cognitive functioning for improved mental health. However, it is important to acknowledge that factors like socioeconomic status and social support also contribute to an individual's psychological well-being.

Previous studies found that there was no difference in the psychological well-being across age groups among young, middle age, and mature-age (Roslan et al., 2017). According to Sun et al. (2020), young adulthood is often characterized by high levels of psychological well-being, as individuals in this age group tend to be more optimistic and have fewer life stressors. However, young adulthood can also be a time of increased stress and anxiety due to the challenges of starting a career, establishing independence, and forming intimate relationships (LeBlanc et al., 2020).

Thus, it is important to note that the relationship between age and psychological well-being is complex and influenced by many factors, including life experiences, health status, social support, and individual personality and coping styles. As a result, the relationship between age and psychological well-being can vary between individuals and may change over time.

METHODOLOGY

Population and Sampling

The study was conducted at the Kulliyah of Education, International Islamic University of Malaysia (IIUM), which comprised of Malaysian and non-Malaysian students. The population of Malaysian postgraduate students in Kulliyah of Education is 1072. Only 283 Malaysian postgraduate students were selected using the Raosoft Calculator. Raosoft Calculator is a sample size calculator used in survey research to determine the number of respondents needed to achieve a desired level of accuracy (McCrum-Gardner, 2010). By inputting these parameters into Raosoft Calculator, it can determine the minimum sample size necessary to achieve the desired level of accuracy, based on the margin of error and level of confidence you specify. This can be a useful tool in planning and conducting survey research, as it helps ensure that the sample size is large enough to obtain accurate results.

Instrumentation

There are two sections, namely Section A which provides the demographic data of the respondents such as gender, age, level of study, and cumulative grade point average (CGPA), while Section B consists of 42 items from Carol Ryff's Psychological Well-Being. A five-point Likert scale was utilised where each item was responded to with the selection of 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

Data Analysis

The data were analysed using the Statistical Package for the Social Sciences (SPSS) software, version 22. The demographic data from Section A were presented in percentages and frequencies, while independent samples t-test and one-way ANOVA were used to analyse the data in Section B.

RESULTS

Demographic Profile of the Respondents

The final sample comprised 283 respondents, of whom 50.2% were male ($n = 142$) while 49.8% were female ($n = 141$). The respondents' age group was categorized into four levels, which are 25-29, 30-34, 35-39 and 40-44 (see Table 1). The majority of the respondents were between 25-29 years old (25.4%). This is considered as the normal age for postgraduate students in IIUM. The second highest age ranged between 30-34 years old (25.1%), while the lowest age ranged between 35-39 and 40-44, with the same number of respondents (24.7%).

Table 1

Demographic Characteristics (n=283)

Demographic Characteristics	N	%
Gender		
Male	142	50.2
Female	141	49.8
Age		
25-29	72	25.4
30-34	71	25.1
35-39	70	24.7
40-44	70	24.7

Gender

An independent sample *t*-test was conducted to compare all six factors of psychological well-being among genders on table 2. The research discovered that autonomy, positive relations with others, and self-acceptance had a small effect size as indicated by Cohen's *d* statistic. For autonomy, Females ($M=3.71$, $SD = 0.44$) while Males ($M= 3.71$, $SD 0.47$), $t (281) = -0.2$, $p = .985$. The effect size was small with Cohen's $d = -0.00$. Positive relations with others, Females ($M=3.60$, $SD = 0.50$) while Males ($M= 3.60$, $SD 0.48$), $t (281) = .37$, $p = .711$. The effect size was small with Cohen's $d = -0.29$. Self-acceptance, Females ($M=3.60$, $SD = 0.42$) while Males ($M= 3.52$, $SD 0.53$), $t (270.890) = -.48$, $p = .634$. The effect size was small with Cohen's $d = -0.06$.

The research discovered that environmental mastery, personal growth, and purpose in life had a large effect size as indicated by Cohen's *d* statistic. For environmental mastery, Females ($M=3.45$, $SD = 0.45$) while Males ($M= 3.48$, $SD 0.46$), $t (281) = .44$, $p = .660$. The effect size was large with Cohen's $d = 0.05$. Personal growth, Females ($M=3.10$, $SD = 0.50$) while Males ($M= 3.18$, $SD 0.54$), $t (281) = 1.36$, $p = .175$. The effect size was large with Cohen's $d = 0.16$. Purpose

in life, Females (M=3.20, SD = 0.48) while Males (M= 3.27, SD 0.58), $t(281) = 1.08$, $p = .280$. The effect size was large with Cohen's $d = 0.13$.

Table 2

The Comparison of Male and Female on psychological well-being (n= 142 Males and 141 Female)

Variable	M	SD	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Autonomy			-0.2	281	.985	-0.00
Males	3.71	0.47				
Females	3.71	0.44				
Environmental Mastery			.44	281	.660	0.05
Males	3.48	0.46				
Females	3.45	0.45				
Personal Growth			1.36	281	.175	0.16
Males	3.18	0.54				
Females	3.10	0.50				
Positive Relations with Others			.37	281	.711	-0.29
Males						
Females	3.60	0.48				
	3.60	0.50				
Purpose in Life			1.08	281	.280	0.13
Males	3.27	0.58				
Females	3.20	0.48				
Self-acceptance			-0.48	270.890	.634	-0.06
Males	3.52	0.53				
Females	3.60	0.42				

Age

One-way ANOVA was used in order to determine the impact of psychological well-being and age among Malaysian IIUM postgraduate students. The study revealed that for autonomy at the ages of 25-29 (M: 3.61, SD: 0.40), 30-34 (3.65, SD: 0.43), 35-39 (M: 3.82, SD: 0.48), and 40-44 (M: 3.76, SD: 0.49). The effect size for autonomy factor was $\eta^2 = .031$, indicating a large effect of autonomy. For environmental mastery, the scores showed the ages of 25-29 (M: 3.43, SD: 0.43), 30-34 (3.47, SD: 0.47), 35-39 (M: 3.58, SD: 0.49), and 40-44 (M: 3.41, SD: 0.42). The effect size for environmental mastery factor was $\eta^2 = .020$, indicating a large effect of environmental mastery. Positive relations with others factor show that there was no significant difference in 4 participants age group $F(3, 279) = 740, p = 529$. age 25-29 (M = 3.57, SD=0.55), , age 30-34 (M=3.64, SD= 0.45), age 35-39 (M= 3.77, SD= 0.50), and age 40-44 (M= 3.60, SD:= 0.46). The effect size for positive relations with others factor was $\eta^2 = .014$, indicating a large effect of positive relations others. The research discovered that autonomy, environmental mastery, and positive relations with others had a large effect size as indicated by η^2 statistic. However, for purpose in life, the scores showed the ages 25-29 (M: 3.21, SD: 0.49), 30-34 (3.16, SD: 0.49), 35-39 (M: 3.30, SD: 0.60), and 40-44 (M: 3.27, SD: 0.55). The effect size for purpose in life factor was $\eta^2 = .010$, indicating a medium effect of purpose in life. For this study, only purpose in life had medium effect size.

For self-acceptance, the scores showed the ages 25-29 (M: 3.57, SD: 0.44), 30-34 (3.48, SD: 0.40), 35-39 (M: 3.56, SD: 0.54), and 40-44 (M: 3.55, SD: 0.48). The effect size for self-acceptance factor was $\eta^2 = .005$, indicating a small effect of self-acceptance. For personal growth, the scores showed the ages of 25-29 (M: 3.11, SD: 0.45), 30-34 (M: 3.10, SD: 0.56), 35-39 (M: 3.21, SD: 0.49), and 40-44 (M: 3.17, SD: 0.55). The effect size for personal growth factor was $\eta^2 = .008$, indicating a small effect of personal growth. It can be concluded that the students were struggling with their self-acceptance and personal growth. Thus, in terms of other components of psychological well-being, the students were doing well.

Table 3
Descriptive for age

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Autonomy	25-29	72	3.6171	.39603	.04667	3.5240	3.7101	2.57	4.43
	30-34	71	3.6539	.42698	.05067	3.5529	3.7550	2.71	4.71
	35-39	70	3.8163	.47855	.05720	3.7022	3.9304	2.57	4.71
	40-44	70	3.7592	.49220	.05883	3.6418	3.8765	2.71	4.71
	Total	283	3.7108	.45438	.02701	3.6576	3.7639	2.57	4.71
Environmental mastery	25-29	72	3.4325	.43289	.05102	3.3308	3.5343	2.43	4.57
	30-34	71	3.4467	.47067	.05586	3.3353	3.5581	2.57	5.00
	35-39	70	3.5776	.49394	.05904	3.4598	3.6953	2.43	5.00
	40-44	70	3.4122	.41741	.04989	3.3127	3.5118	2.57	4.14
	Total	283	3.4669	.45682	.02716	3.4135	3.5204	2.43	5.00
Personal growth	25-29	72	3.1151	.45089	.05314	3.0091	3.2210	2.14	4.29
	30-34	71	3.0986	.56092	.06657	2.9658	3.2314	2.00	5.00
	35-39	70	3.2143	.48628	.05812	3.0983	3.3302	2.14	5.00
	40-44	70	3.1163	.55210	.06599	2.9847	3.2480	2.00	4.14
	Total	283	3.1358	.51362	.03053	3.0757	3.1959	2.00	5.00
Positive relations with others	25-29	72	3.5694	.55484	.06539	3.4391	3.6998	2.43	5.00
	30-34	71	3.6419	.45038	.05345	3.5352	3.7485	2.43	4.57
	35-39	70	3.7265	.50125	.05991	3.6070	3.8460	2.43	5.00
	40-44	70	3.6041	.45578	.05448	3.4954	3.7128	2.71	4.71
	Total	283	3.6350	.49355	.02934	3.5773	3.6928	2.43	5.00
Purpose in life	25-29	72	3.2063	.49306	.05811	3.0905	3.3222	2.29	4.71
	30-34	71	3.1590	.49402	.05863	3.0420	3.2759	2.29	4.43
	35-39	70	3.2959	.60380	.07217	3.1519	3.4399	2.00	5.00
	40-44	70	3.2694	.55170	.06594	3.1378	3.4009	2.00	4.43
	Total	283	3.2322	.53697	.03192	3.1694	3.2950	2.00	5.00

Self-acceptance	25-29	72	3.5675	.44468	.05241	3.4630	3.6720	2.57	4.71
	30-34	71	3.4849	.40585	.04817	3.3888	3.5810	2.71	4.43
	35-39	70	3.5633	.53942	.06447	3.4346	3.6919	2.43	5.00
	40-44	70	3.5469	.51362	.06139	3.4245	3.6694	2.14	4.71
	Total	283	3.5406	.47699	.02835	3.4848	3.5964	2.14	5.00

Table 4 demonstrated that there was a significant difference at the $p < 0.05$ level in the psychological well-being, which was autonomy. For autonomy, $F(3, 279) = 2.98$, $p = 0.032$. However, for environmental mastery, $F(3, 279) = 1.90$, $p = 0.129$. For personal growth, $F(3, 279) = 0.740$, $p = 0.529$, for positive relations with others, $F(3, 279) = 1.33$, $p = 0.266$, for purpose in life, $F(3, 279) = 0.936$, $p = 0.424$, and for self-acceptance, $F(3, 279) = 0.453$, $p = 0.715$.

Table 4
ANOVA

		Sum of Squares	df	Mean Square	F	Sig.	η^2
Autonomy	Between Groups	1.806	3	.602	2.977	.032	.031
	Within Groups	56.415	279	.202			
	Total	58.221	282				
Environmental Mastery	Between Groups	1.180	3	.393	1.903	.129	.020
	Within Groups	57.669	279	.207			
	Total	58.849	282				
Personal growth	Between Groups	.587	3	.196	.740	.529	.008
	Within Groups	73.807	279	.265			
	Total	74.394	282				
Positive relations with others	Between Groups	.966	3	.322	1.327	.266	.014
	Within Groups	67.726	279	.243			
	Total	68.692	282				
Purpose in life	Between Groups	.810	3	.270	.936	.424	.010
	Within Groups	80.502	279	.289			
	Total	81.312	282				
Self-Acceptance	Between Groups	.311	3	.104	.453	.715	.005
	Within Groups	63.849	279	.229			
	Total	64.160	282				

Finally, Table 5 showed all hypotheses were supported by the *t*-test and ANOVA analyses.

Table 5

Hypotheses Presentation

Hypotheses	Results	Conclusion
H ₀₁ : There is no significant difference between age and psychological well-being among IIUM Malaysian postgraduate students towards their <i>kesejahteraan</i> .	There was a significant difference between age and psychological well-being. The research discovered that autonomy, environmental mastery, and positive relations with others had a large effect size as indicated by η^2 statistic while purpose in life had medium effect size.	Null hypothesis is rejected
H ₀₂ : There is no significant difference between gender and psychological well-being among IIUM Malaysian postgraduate students towards their <i>kesejahteraan</i> .	There was a significant difference between gender and psychological well-being. The research discovered that autonomy, positive relations with others, and self-acceptance had a small effect size as indicated by Cohen's d statistic.	Null hypothesis is rejected

DISCUSSION

The focus of the study was on the Malaysian IIUM postgraduate students' psychological well-being according to their gender and age. The results showed that males were similar with females in terms of autonomy and positive relations with others. There were gender differences in psychological well-being, reflecting a contradictory result which leads to the absence of an agreement for the study of gender. The finding of a contradiction in the results of studies examining gender differences in psychological well-being highlights the complexity of this issue and the need for further research (De Kock et al., (2021). This lack of agreement suggests that there may be a number of factors at play, including differences in study design, measurement techniques, and cultural and societal factors that may influence the experience of psychological well-being.

It was found that for age, there was a significant difference for autonomy, environmental mastery, and positive relations with others had a large effect size as indicated by η^2 statistic, however, only purpose in life had medium effect size. A significant difference for the effect size suggests that there may be meaningful differences between individuals or groups in terms of their sense of control over their own lives and decisions (Huang, Hew and Lo, 2019). The significance of these differences may have implications for understanding and improving psychological well-being, as well as for designing interventions to support individuals or groups who may be struggling with issues related to autonomy.

IMPLICATIONS AND RECOMMENDATIONS

There are several implications for future research in this area of psychological well-being and *kesejahteraan*. Further research can be conducted by including other Kulliyahs (faculties) since this study concentrates only on Kulliyah of Education. More conclusive findings may result from a robust sample size. Future studies can be built based on the current study in a number of ways by using different methods.

In order to better understand the relationship between gender and psychological well-being, it may be necessary to conduct further research that considers a wider range of factors, including the influence of cultural and societal norms, individual differences, and the impact of different life events and experiences. Additionally, it may be important to consider the role that gender identity and expression play in shaping an individual's experience of psychological well-being.

On the other hand, this finding may suggest the need for strategies to help individuals increase their sense of control and decision-making power or provide support for those who may be facing barriers to autonomy, such as lack of access to resources, discrimination, or other forms of oppression. However, it is important to interpret these findings in the context of the larger body of research on psychological well-being and to consider the limitations of the specific study that produced these results for age. Further research may be necessary to replicate and build upon these findings and to gain a more comprehensive understanding of the relationship between autonomy and psychological well-being for age.

CONCLUSION

In conclusion, maintaining mental health, *kesejahteraan*, and well-being among university students is an important issue that deserves attention. There are a variety of factors that can impact university students' mental health, including stress, academic pressure, and life changes. To deal with these challenges, there are several strategies that students can use to maintain their mental health and well-being, such as seeking counselling, engaging in physical activity, practicing good self-care habits, building social support networks, pursuing hobbies, and seeking support from family and friends.

It is also important for universities and educational institutions to recognize the importance of mental health and provide resources and support to help students cope with stress and maintain their well-being. This can include counselling services, stress management workshops, and mental health awareness campaigns. While maintaining mental health and well-being is a personal responsibility, it is also a shared responsibility of society to provide the necessary resources and support to help individuals thrive. By working together, we can help university students build the skills and resilience they need to succeed both academically and personally.

ACKNOWLEDGEMENTS

The authors would like to all voluntary academic institutions, organizations, and participants who have provided resources, data, and references that have been instrumental in shaping the content of this article. The collaborative spirit demonstrated by these contributors has profoundly enriched the substance and credibility of the research findings.

RESEARCH ETHICS

The authors would like to express their sincere gratitude to all voluntary participants for their time and dedication in participating in the study. Without their invaluable contribution, the research would not have been possible. Plus, it is crucial to note that ethical considerations were paramount throughout the research process, ensuring the confidentiality and anonymity of participants.

FUNDING

This research received no specific funding or grant from any funding agency in the public, commercial, or not-for-profit sectors.

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