

PSYCHOLOGICAL WELL BEING AND WORK-LIFE BALANCE IN ENHANCING STUDENT GRATITUDE

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Abstract:

This study aims to examine the influence of Psychological Well-Being and Work-Life Balance on gratitude among university students. In today's academic environment, students are required to manage academic responsibilities, organizational involvement, and personal life simultaneously, which may affect their psychological condition and emotional stability. Therefore, maintaining psychological well-being and achieving a balance between academic and personal life are considered essential factors in developing gratitude among students. This research employed a quantitative approach using a survey method. Data were collected through questionnaires distributed to 108 university students. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 3 software. The variables examined in this study included Psychological Well-Being, Work-Life Balance, and Gratitude. The findings revealed that Psychological Well-Being has a positive and significant effect on student gratitude. Likewise, the findings revealed that Psychological Well-Being has a positive and significant effect on student gratitude. However, Work-Life Balance did not show a significant influence on gratitude among university students. Students who are able to maintain psychological well-being and balance their academic and personal lives tend to demonstrate higher levels of gratitude in their daily experiences. This study contributes to the development of positive psychology research in higher education by emphasizing the importance of Psychological Well-Being and Work-Life Balance in enhancing student gratitude. The findings are expected to provide valuable insights for universities in fostering supportive academic environments that promote students' mental and emotional well-being.

Keywords: Work-Life Balance; Psychological Well-Being; Gratitude; University Students

Abstrak :

Penelitian ini bertujuan untuk menganalisis pengaruh Psychological Well-Being dan Work-Life Balance terhadap rasa syukur pada mahasiswa. Dalam lingkungan akademik saat ini, mahasiswa dituntut untuk mampu mengelola tanggung jawab akademik, keterlibatan organisasi, serta kehidupan pribadi secara bersamaan yang dapat memengaruhi kondisi psikologis dan kestabilan emosional mereka. Oleh karena itu, kesejahteraan psikologis dan keseimbangan antara kehidupan akademik serta kehidupan pribadi dianggap sebagai faktor penting dalam membentuk rasa syukur mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui penyebaran kuesioner kepada 108 mahasiswa. Analisis data dilakukan menggunakan Partial Least Squares Structural Equation Modeling (PLS-SEM) dengan bantuan software SmartPLS 3. Variabel yang diteliti meliputi Psychological Well-Being, Work-Life Balance, dan rasa syukur. Hasil penelitian menunjukkan bahwa Psychological Well-Being berpengaruh positif dan signifikan terhadap rasa syukur mahasiswa. Selain itu, hasil penelitian menunjukkan bahwa Psychological Well-Being berpengaruh positif dan signifikan terhadap rasa syukur mahasiswa. Namun, Work-Life Balance tidak menunjukkan pengaruh yang signifikan terhadap rasa syukur mahasiswa. Mahasiswa yang mampu menjaga kesejahteraan psikologis serta menyeimbangkan kehidupan akademik dan kehidupan pribadi cenderung memiliki tingkat rasa syukur yang lebih tinggi dalam kehidupan sehari-hari. Penelitian ini memberikan kontribusi terhadap pengembangan kajian psikologi positif di lingkungan perguruan tinggi dengan menekankan pentingnya Psychological Well-Being dan Work-Life Balance dalam meningkatkan rasa syukur mahasiswa. Temuan penelitian diharapkan dapat menjadi masukan bagi perguruan tinggi dalam menciptakan lingkungan akademik yang mendukung kesejahteraan mental dan emosional mahasiswa.

Kata Kunci: Psychological Well-Being; Work-Life Balance; Rasa Syukur; Mahasiswa

1. Introduction

In recent years, university students have faced increasingly complex academic and personal challenges. Besides completing academic responsibilities, students are also expected to participate in organizational activities, maintain social relationships, and prepare for future careers. These multiple demands often create psychological pressure that may affect students' emotional stability and overall well-being. As a result, maintaining a healthy balance between academic life and personal life has become an important issue among university students. The inability to manage these responsibilities properly may lead to stress, emotional exhaustion, and decreased psychological well-being.

The concept of Work-Life Balance has become an important topic in psychological and educational studies. Although commonly discussed in organizational settings, Work-Life Balance is also relevant in the academic context because students must balance study-related demands with personal and social activities. Individuals who are able to maintain balance between different life domains tend to experience better emotional conditions and higher life satisfaction. In the context of higher education, Work-Life Balance may help students manage academic pressure more effectively and maintain positive emotional experiences. Another important factor related to students' emotional condition is Psychological Well-Being.

According to Psychological Well-Being theory, individuals with good psychological well-being are able to develop positive self-acceptance, autonomy, environmental mastery, personal growth, purpose in life, and positive relationships with others. Students with high psychological well-being generally demonstrate better emotional resilience, optimism, and adaptability in facing academic and social challenges. Therefore, psychological well-being is considered essential in supporting students' mental health and positive behavior. One positive psychological aspect that is closely related to emotional well-being is gratitude. Gratitude reflects an individual's appreciation for positive experiences, achievements, and support received from others. Students who possess gratitude tend to have more positive emotions, better interpersonal relationships, and greater life satisfaction. In addition, gratitude can help students cope with academic stress and maintain psychological stability during their educational process. Several previous studies have found that Work-Life Balance and Psychological Well-Being contribute positively to emotional and psychological outcomes. However, most studies mainly focus on employees and workplace environments, while research involving university students remains limited.

Furthermore, studies examining the combined influence of Psychological Well-Being and Work-Life Balance on student gratitude are still relatively scarce. This indicates the existence of a research gap that requires further investigation, particularly in the context of higher education. Based on these conditions, this study aims to examine the influence of Psychological Well-Being and Work-Life Balance in enhancing gratitude among university students. This research is expected to contribute to the development of positive psychology literature and provide practical insights for universities in creating supportive academic environments that promote students' psychological and emotional well-being.

2. Literature Review

Psychological Well-Being

Psychological Well-Being refers to an individual's ability to function positively and optimally in various aspects of life. According to Carol D. Ryff, Psychological Well-Being consists of several dimensions, namely self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Individuals with high psychological well-being tend to have better emotional stability, positive self-evaluation, and stronger resilience in dealing with life challenges. In the context of higher education, Psychological Well-Being is important because students often experience academic pressure, social adjustment, and future career concerns. Students with good psychological well-being are generally more capable of managing stress, maintaining motivation, and developing positive emotional experiences. Previous studies have shown that psychological well-being positively influences life satisfaction, happiness, and positive emotions, including gratitude.

Work-Life Balance

Work-Life Balance refers to an individual's ability to maintain balance between academic or work responsibilities and personal life. According to Jeffrey H. Greenhaus, Work-Life Balance can be reflected through balance in time allocation, psychological involvement, and satisfaction between different life roles. Individuals who are able to balance various life domains tend to experience lower stress levels and better emotional well-being. Among university students, Work-Life Balance is reflected in the ability to manage academic activities alongside social life, organizational involvement, family responsibilities, and personal interests. Students who successfully maintain balance between these aspects are more likely to experience positive emotional conditions and better psychological adjustment. Several studies have

indicated that Work-Life Balance contributes positively to mental health, emotional stability, and overall well-being.

Gratitude

Gratitude is considered one of the important concepts in positive psychology. According to Robert Emmons, gratitude refers to an individual's appreciation and thankfulness for positive experiences and benefits received from others. Gratitude encourages individuals to focus on positive aspects of life and develop optimistic perspectives. In academic settings, gratitude may help students cope with stress, improve emotional resilience, and strengthen social relationships. Students with high gratitude levels tend to demonstrate greater life satisfaction, positive emotions, and psychological adjustment. Gratitude is also associated with better mental health and emotional well-being.

Relationship Between Variables

Psychological Well-Being and Work-Life Balance are considered important factors influencing gratitude among students. Students with high psychological well-being tend to appreciate life experiences more positively and demonstrate greater gratitude. Likewise, students who are able to balance academic and personal life are more likely to maintain emotional stability and positive feelings toward their experiences. Previous studies have found positive relationships between Psychological Well-Being, Work-Life Balance, and positive emotional outcomes. However, studies examining these variables simultaneously in the context of university students remain limited. Therefore, this study investigates the influence of Psychological Well-Being and Work-Life Balance on student gratitude.

3. Research Methods

3.1. Object, Time, and Place

The object of this research is university students, focusing on their Psychological Well-Being, Work-Life Balance, and gratitude levels. This study examines how Psychological Well-Being and Work-Life Balance contribute to enhancing gratitude among students in the academic environment. The research was conducted from April to May 2026. Data collection was carried out online through the distribution of questionnaires using Google Forms. The study involved active university students in Indonesia as research respondents.

3.2. Data Collection Techniques

This study employed a quantitative approach using a survey method. Data were collected through questionnaires distributed online to university students. The questionnaire was designed to measure three variables, namely Psychological Well-Being, Work-Life Balance, and Gratitude. Psychological Well-Being was measured using indicators adapted from Ryff's Psychological Well-Being theory, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Work-Life Balance was measured using indicators related to balance in time, involvement, and satisfaction between academic and personal life. Meanwhile, Gratitude was measured through indicators reflecting appreciation, thankfulness, and positive feelings toward life experiences. The instrument used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to the analysis process, validity and reliability tests were conducted to ensure that the research instrument was accurate and consistent in measuring the variables studied. A total of 108 respondents participated in this research.

3.3. Data Analysis Techniques

The data collected in this study were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 3 software. This technique was selected because it is suitable for analyzing relationships between latent variables and can be applied to relatively small sample sizes. The analysis process consisted of two stages, namely the measurement model evaluation and the structural model evaluation. The measurement model evaluation included convergent validity, discriminant validity, composite reliability, and Cronbach's alpha tests to assess the validity and reliability of the research instrument. Furthermore, the structural model evaluation was conducted to test the proposed hypotheses regarding the influence of Psychological Well-Being and Work-Life Balance on student gratitude. Hypothesis testing was performed using bootstrapping procedures to determine the significance of relationships between variables. The results were considered significant if the p-value was less than 0.05.

4. Results and Discussion

4.1. Research Results

The results of hypothesis testing using the bootstrapping procedure in SmartPLS 3 indicate that not all proposed hypotheses were supported. The findings show that Psychological Well-Being has a

positive and significant effect on student gratitude, while Work-Life Balance does not significantly influence gratitude among university students.

Table 1. Hypothesis Testing Results

Hypothesis	Original Sample	T-Statistic	P-Value	Result
Work-Life Balance → Gratitude	0.093	1.197	0.232	Not Supported
Psychological Well-Being → Gratitude	0.695	8.410	0.000	Supported

Sources: SmartPLS Output (2026)

Based on Table 1, the relationship between Work-Life Balance and Gratitude showed a positive but insignificant effect with a p-value greater than 0.05. Meanwhile, Psychological Well-Being demonstrated a positive and significant influence on Gratitude with a p-value lower than 0.05. These findings indicate that students' psychological condition plays a more dominant role in enhancing gratitude compared to Work-Life Balance.

4.2. Discussion

The findings of this study indicate that Psychological Well-Being positively and significantly influences gratitude among university students. Students with higher psychological well-being tend to appreciate positive experiences more effectively and demonstrate greater gratitude in their daily lives. This result supports the perspective of positive psychology, which emphasizes the importance of emotional well-being in fostering positive attitudes and emotional stability. In contrast, Work-Life Balance was found to have no significant effect on student gratitude. This finding suggests that balancing academic and personal life alone may not necessarily increase gratitude among students. One possible explanation is that students may prioritize psychological and emotional conditions more than life balance in developing feelings of gratitude. Additionally, academic pressure and personal adaptation challenges may influence how students perceive gratitude regardless of their Work-Life Balance condition. Overall, the study demonstrates that Psychological Well-Being is a stronger predictor of gratitude among university students compared to Work-Life Balance.

4.3. Relevance to Research Objectives

The findings of this study are relevant to the research objectives, which aimed to examine the influence of Psychological Well-Being and Work-Life Balance on student gratitude. The results successfully answer the research questions by demonstrating that Psychological Well-Being has a positive and significant effect on gratitude among university students, while Work-Life Balance does not show a significant influence. These findings indicate that students' emotional and psychological conditions play a more important role in enhancing gratitude compared to their ability to balance academic and personal life. Furthermore, this study contributes to filling the research gap identified in previous studies. Most earlier research focused on employees and workplace settings, whereas this study specifically examines university students within the context of higher education. In addition, previous studies rarely investigated Psychological Well-Being and Work-Life Balance simultaneously in relation to gratitude. Therefore, this research expands the discussion of positive psychology by providing empirical evidence regarding the factors influencing student gratitude in academic environments.

5. Conclusion

This study concludes that Psychological Well-Being has a positive and significant effect on gratitude among university students, while Work-Life Balance does not significantly influence student gratitude. The findings indicate that students with better psychological well-being tend to demonstrate higher levels of gratitude in their daily lives. These results suggest that emotional stability, positive self-perception, and psychological resilience are important factors in enhancing gratitude among students. Furthermore, this study contributes to the development of positive psychology research in higher education by providing empirical evidence regarding the role of Psychological Well-Being and Work-Life Balance in shaping student gratitude. However, this research is limited by the relatively small sample size and its focus on university students within a specific context, which may affect the generalizability of the findings. Therefore, future research is recommended to involve broader and more diverse populations and to include additional variables that may influence gratitude among students in different educational settings.

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