

Special Issue

Factors Associated with the Psychological Well-Being of University Students: A Preventive View

Message from the Guest Editors

The recent paradigm shift in how educational psychology analyzes the university teaching–learning process. A former view that focused mainly on cognitive variables has evolved toward the study of students' personal and emotional variables. Research has been reoriented towards understanding protective variables in stress, the behavioral characteristics of psychological well-being. Also of interest are other process factors: self-regulated learning, coping strategies for managing stress or classical learning approaches as a motivational-affective factor. Context has also received greater recognition as a factor that predisposes motivational-affective experiences of well-being. One cannot overlook the role of the teacher and the teaching process. The psychological characteristics of the teacher, the way the teaching process is undertaken, and the emotions that it promotes during learning are factors of great current relevance.

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