



## IMPACT OF COVID-19 LOCKDOWN IN PSYCHOLOGICAL WELL-BEING AMONG STUDENTS IN POLYTECHNIC OF SANTAREM AND LEIRIA

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## BACKGROUND

The social restraints during the COVID-19 mandatory lockdown led young and undergraduate adults living remarkable changes in their daily lives, challenging the feeling of loneliness and the own perception of social isolation (Cao et al., 2020)



## MAIN GOAL

To evaluate the impact of the COVID-19 pandemic on the quality of life of higher education students at the Polytechnic Institute of Santarem and the Polytechnic Institute of Leiria.

## SPECIFIC AIMS

Describe students' self-perception of the Psychological Well-Being dimensions through the Psychological Well-Being Manifestation Measurement Scale (PWBMS or EMMBEP; Monteiro, Tavares and Pereira, 2012).

To check whether there are statistically significant differences in PWBMS levels between students depending on gender and the institute they attend



# Instrument - Psychological Well-Being Manifestation Scale (PWBMS)

Consisting of a self-response scale (1 to 5) on 25 items  
(Monteiro, Tavares & Pereira, 2012)



## Instrument - PWBMS

It is divided into six subscales that aim to assess: self-esteem, mental balance, social involvement, sociability, control of self and events; happiness; and an overall well-being index (Monteiro, Tavares & Pereira, 2012)

The six dimensions are seen as components of the well-being and not as contributing to well-being (Monteiro, Tavares & Pereira, 2012)



## Instrument - EMMBEP

The total result in which the subject self-evaluates - can vary between the values 25 and 125 (Monteiro, Tavares & Pereira, 2012)

The higher the total obtained - given by the sum of the scores of all items - the greater the perceived psychological well-being (Monteiro, Tavares & Pereira, 2012)



## PSYCHOLOGICAL WELL-BEING SCALE

Table 2– Summary of intercorrelations, means, and standard deviations for PWBMS (n=775).

MEASURE	1	2	3	4	5	M	SD
1. PWBMS Happiness	--					2.98	.90
2. PWBMS Sociability	.77**	--				3.39	.91
3. PWBMS Control of Self and Events	.80**	.73**	--			3.09	.90
4. PWBMS Social Involvement	.71**	.60**	.68**	--		2.89	.91
5. PWBMS Self-Esteem	.80**	.68**	.73**	.70**	--	3.12	.83
6. PWBMS Mental Balance	.77**	.69**	.72**	.61**	.69**	3.27	.92

Note: PWBMS, Psychological Well-Being Manifestation Scale (Monteiro, Tavares & Pereira, 2012).

\*\* $p < .001$ .

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RESULTS

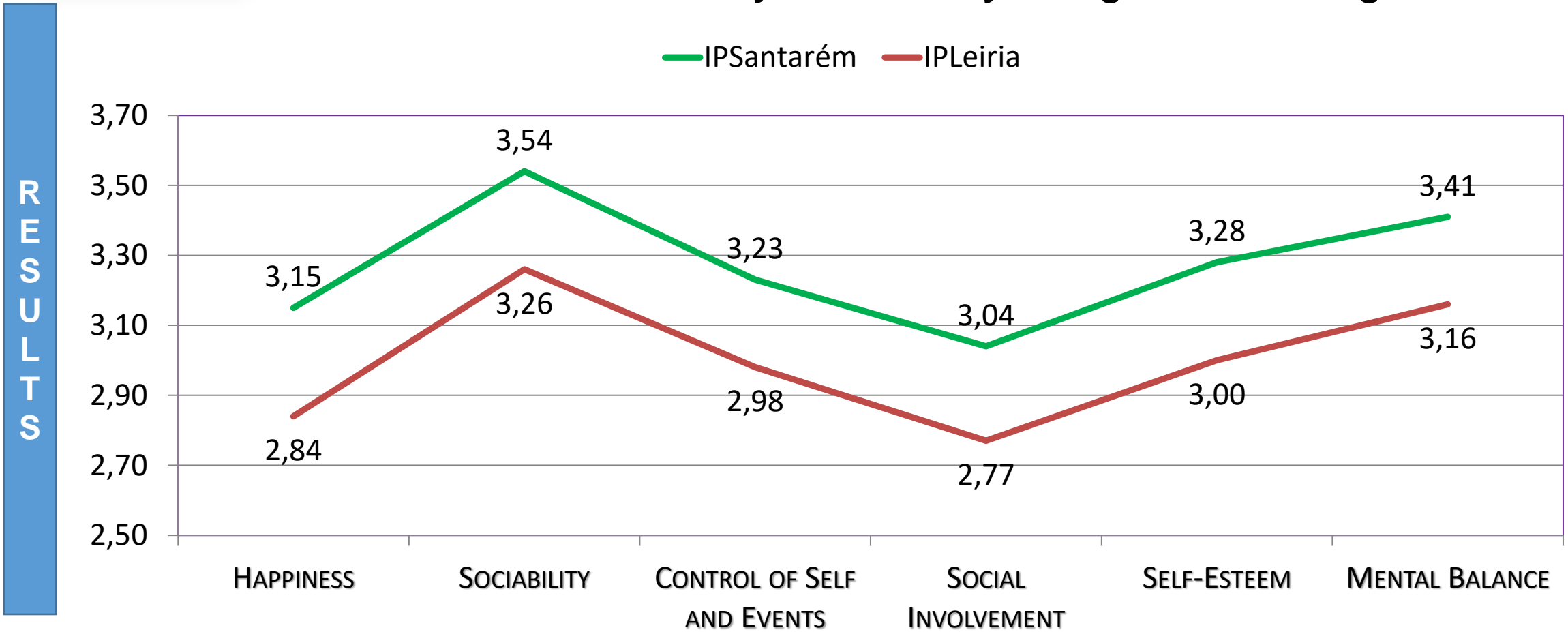
**Table 3 – Distribution of students according to total well-being (25-125), by institute and gender**

INSTITUTES	GENDER	No	TOTAL WELL-BEING		M	SD
			MIN	MAX		
IPSANTAREM	MALE	110	50	125	86,94	18,73
	FEMALE	241	29	124	79,10	17,79
IPLEIRIA	MALE	95	27	125	77,19	21,75
	FEMALE	329	25	125	73,74	19,80

Source: Massé et al, (1998) ; Monteiro, Tavares e Pereira (2012)



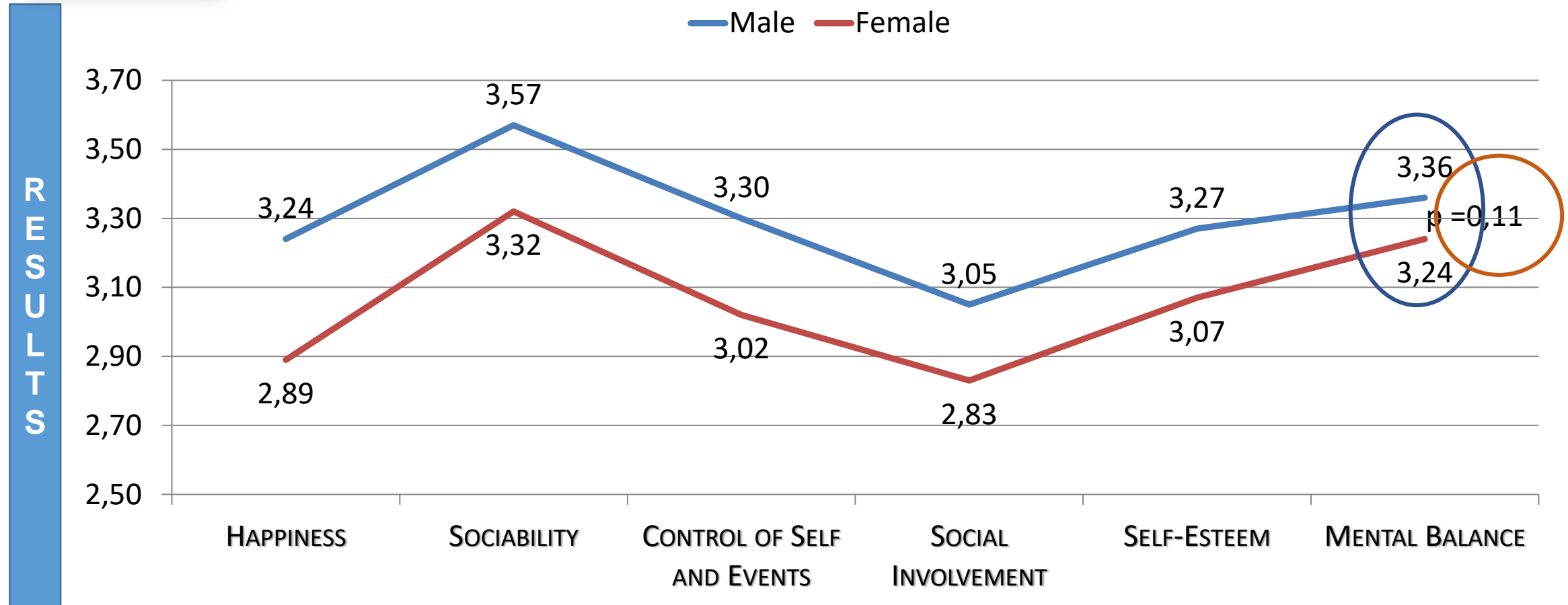
### GRAPH 1. Institute attended by levels of Psychological Well-Being



RESULTS



## Graph 2. Gender Differences in Levels of Psychological Well-Being





## D I S C U S S I O N

- It was found that IPSantarém students have better levels of psychological well-being than IPLeiria students (Silva, et al, 2019) .
- Boys also have better levels of psychological well-being in relation to girls
- According to Monteiro, Tavares and Pereira (2012), the Happiness subscale is the one that stands out as the subscale that best explains Psychological Well-Being, followed by Sociability, Control of Self and Events and Self-esteem, being the Social Involvement and Mental Balance subscales those that least explain the Psychological Well-Being.



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- The fact that the sample is of convenience is the biggest limitation of this study, and therefore it is not possible to extrapolate the results.
- The obtained results provide the basis to design and develop a targeted intervention main program focused on the empowerment of higher education students.
- Building a literacy program with health education strategies, starting from their own perceptions and responses to the experienced situations, allows their easy engagement in the promotion of the psychological well-being.



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