



SOCIO-PSYCHOLOGICAL FACTORS INFLUENCING THE DYNAMICS OF PSYCHOLOGICAL WELL-BEING AMONG MARRIED STUDENTS

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Abstract

This article examines the socio-psychological factors influencing the dynamics of psychological well-being among married students. The study considers psychological well-being as a multidimensional condition connected with emotional stability, life satisfaction, self-acceptance, interpersonal relations, academic adaptation and the ability to balance family and educational responsibilities. Married students often experience a specific combination of social roles, since they are required to perform simultaneously as learners, spouses, parents in some cases and active members of the social environment. These overlapping roles may create both supportive and stressful conditions for personal development. The article analyzes the influence of family support, marital relationships, academic workload, financial pressure, social expectations, gender-role attitudes, communication patterns and institutional support on the psychological state of married students. Special attention is given to the dynamic nature of well-being, which may change depending on adaptation to marriage, educational demands, interpersonal conflicts and personal coping strategies. The study emphasizes that psychological well-being among married students should be understood not only as the absence of stress or anxiety but also as the presence of resilience, emotional regulation, social support and meaningful life orientation.



The article substantiates the need for psychological counseling, family-oriented educational support and preventive measures in pedagogical universities.

Keywords: psychological well-being, married students, socio-psychological factors, family support, academic adaptation, marital relationships, emotional stability, coping strategies, student psychology.

OILALI TALABALAR PSIXOLOGIK FAROVONLIGI DINAMIKASIGA TA'SIR ETUVCHI IJTIMOY-PSIXOLOGIK OMILLAR

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Annotatsiya

Mazkur maqolada oilali talabalar psixologik farovonligi dinamikasiga ta'sir etuvchi ijtimoiy-psixologik omillar tahlil qilinadi. Tadqiqotda psixologik farovonlik emotsional barqarorlik, hayotdan qoniqish, o'zini qabul qilish, shaxslararo munosabatlar, akademik moslashuv hamda oilaviy va ta'limiy majburiyatlarni muvozanatlashtirish qobiliyati bilan bog'liq ko'p qirrali holat sifatida qaraladi. Oilali talabalar bir vaqtning o'zida talaba, turmush o'rtoq, ayrim hollarda ota-ona va ijtimoiy muhitning faol a'zosi sifatida turli rollarni bajaradilar. Ushbu rollarning uyg'unlashuvi shaxsiy rivojlanish uchun ham qo'llab-quvvatlovchi, ham stressli sharoitlarni yuzaga keltirishi mumkin. Maqolada oilaviy qo'llab-quvvatlash, nikoh munosabatlari, o'quv yuklamasi, moliyaviy bosim, ijtimoiy kutishlar, gender rollari haqidagi qarashlar, muloqot xususiyatlari va institutsional yordamning oilali talabalar psixologik holatiga ta'siri yoritiladi. Psixologik farovonlikning dinamik xususiyatiga alohida e'tibor qaratilib, uning nikohga moslashuv, ta'lim talablari, shaxslararo ziddiyatlar va individual stressni yengish strategiyalariga qarab o'zgarishi asoslanadi.



Maqolada pedagogik oliy ta'lim muassasalarida psixologik maslahat, oilaga yo'naltirilgan ta'limiy yordam va profilaktik chora-tadbirlar zarurligi asoslab beriladi.

Kalit so'zlar: psixologik farovonlik, oilali talabalar, ijtimoiy-psixologik omillar, oilaviy qo'llab-quvvatlash, akademik moslashuv, nikoh munosabatlari, emotsional barqarorlik, stressni yengish strategiyalari, talabalar psixologiyasi.

Аннотация

В данной статье анализируются социально-психологические факторы, влияющие на динамику психологического благополучия женатых и замужних студентов. В исследовании психологическое благополучие рассматривается как многомерное состояние, связанное с эмоциональной устойчивостью, удовлетворенностью жизнью, самопринятием, межличностными отношениями, академической адаптацией и способностью сохранять баланс между семейными и учебными обязанностями. Женатые и замужние студенты одновременно выполняют несколько социальных ролей: обучающегося, супруга, в некоторых случаях родителя и активного участника социальной среды. Совмещение данных ролей может создавать как поддерживающие, так и стрессогенные условия для личностного развития. В статье рассматривается влияние семейной поддержки, супружеских отношений, учебной нагрузки, финансового давления, социальных ожиданий, представлений о гендерных ролях, особенностей общения и институциональной помощи на психологическое состояние студентов, состоящих в браке. Особое внимание уделяется динамическому характеру психологического благополучия, которое может изменяться в зависимости от адаптации к браку, образовательных требований, межличностных конфликтов и индивидуальных стратегий преодоления стресса. В статье обосновывается необходимость психологического консультирования, семейно ориентированной образовательной поддержки и профилактических мер в педагогических высших учебных заведениях.



Ключевые слова: психологическое благополучие, женатые и замужние студенты, социально-психологические факторы, семейная поддержка, академическая адаптация, супружеские отношения, эмоциональная устойчивость, стратегии преодоления стресса, психология студентов.

Introduction

The psychological well-being of students is one of the central issues in contemporary educational psychology, because the effectiveness of learning, personal development, social adaptation and professional formation largely depend on the student's emotional stability and subjective sense of life satisfaction. In pedagogical higher education, this issue becomes especially significant, since students are prepared not only for professional activity but also for communication, responsibility, social interaction and educational influence on future generations. Among different groups of students, married students represent a specific category whose psychological development is shaped by a combination of academic, family, interpersonal and socio-cultural factors. Their well-being is influenced not only by educational conditions but also by marital relations, family duties, financial responsibilities, social expectations and the need to harmonize several roles at the same time.

Psychological well-being is a complex and dynamic phenomenon. It includes emotional balance, self-acceptance, positive relations with others, autonomy, personal growth, life purpose and the ability to cope with difficulties. For married students, these components may develop under contradictory conditions. On the one hand, marriage can provide emotional support, a sense of belonging, stability and motivation for responsible behavior. A supportive spouse and family environment may help the student overcome academic stress and maintain confidence in personal and professional goals. On the other hand, marriage may also increase psychological pressure, especially when the student faces household duties, childcare, financial limitations, conflicts in family communication or lack of time for study and self-development.

The dynamics of psychological well-being among married students is determined by how successfully they adapt to the interaction between family and educational spheres. A student who is able to distribute time effectively, receive emotional



support from family members and maintain constructive communication may experience stable psychological well-being even under high academic workload. However, if family relations are characterized by misunderstanding, excessive control, gender-role pressure or emotional distance, the same educational demands may become a source of chronic stress. Therefore, the psychological state of married students cannot be explained only through individual traits; it should be studied in relation to the social environment, family system, educational context and cultural norms.

In the context of Uzbekistan, the study of married students' psychological well-being is particularly relevant because family values, social responsibility, respect for marital obligations and educational aspirations occupy an important place in the life of young people. Many students enter marriage during the period of higher education, and this creates a need for psychological and pedagogical support within universities. Pedagogical universities should pay attention not only to academic achievement but also to the emotional and social conditions that influence students' personal development. The presence of psychological counseling services, flexible communication between teachers and students, peer support and family-sensitive educational strategies may reduce stress and strengthen students' resilience.

The relevance of the present topic is also connected with the need to identify the socio-psychological factors that either support or weaken the well-being of married students. These factors include marital satisfaction, family support, academic motivation, financial stability, social approval, peer relations, gender-role expectations, coping strategies and institutional assistance. The aim of the article is to analyze the influence of these factors on the dynamics of psychological well-being among married students and to justify the importance of a comprehensive psychological approach in pedagogical higher education.

Methods

The study was organized on the basis of a socio-psychological and practice-oriented research design aimed at identifying the main factors that influence the dynamics of psychological well-being among married students. The methodological foundation of the research included the concept of psychological



well-being, the theory of social support, role conflict theory, family systems approach and the competence-based perspective in higher education psychology. These approaches made it possible to examine married students not only as individuals with personal emotional characteristics but also as participants of several interconnected social systems, including family, university, peer group and wider socio-cultural environment.

Psychological well-being was analyzed as a multidimensional phenomenon that includes emotional stability, life satisfaction, self-acceptance, positive interpersonal relations, autonomy, personal growth, academic adaptation and the ability to cope with stress. In relation to married students, special attention was given to the balance between educational activity and family responsibilities. The research considered that a student's psychological state may change depending on the quality of marital interaction, level of family support, academic workload, financial pressure, social expectations and personal coping strategies. Therefore, the study focused on both stable factors and dynamic conditions that can either strengthen or weaken well-being during the period of higher education.

The empirical part of the study was based on observation, questionnaire survey, semi-structured interviews and psychological-pedagogical analysis of students' educational and social adaptation. The questionnaire included items related to marital satisfaction, emotional support from spouse and relatives, perceived academic stress, time management, financial concerns, communication patterns, peer relations, motivation for learning and satisfaction with university support. The interview method was used to obtain deeper information about students' subjective experiences, especially their feelings regarding role distribution, family expectations, emotional tension, personal goals and difficulties in combining study with family life.

The participants were conditionally divided according to several socio-psychological indicators: level of perceived family support, degree of academic adaptation, presence or absence of financial difficulties, quality of communication with spouse and ability to use constructive coping strategies. This made it possible to compare different patterns of psychological well-being. Students with high family support and constructive marital communication were expected to demonstrate more stable emotional states, stronger academic



motivation and higher life satisfaction. Students experiencing conflict, lack of support, excessive family duties or unclear role expectations were expected to show more signs of stress, fatigue and emotional instability.

The analysis of the collected materials was carried out through qualitative interpretation and comparative grouping of responses. The main evaluation criteria included emotional comfort, perceived balance between study and family life, satisfaction with marital relations, confidence in academic success, ability to plan time, use of coping strategies and readiness to seek psychological support. Particular attention was paid to gender differences, because male and female married students may face different social expectations related to family duties, economic responsibility, household roles and educational achievement.

Ethical principles were observed during the research process. Participation was voluntary, personal information was treated confidentially, and students were encouraged to express their experiences freely without fear of negative evaluation. The methodological procedure allowed the study to reveal not only external social factors but also internal psychological mechanisms that influence the well-being of married students. This approach provided a comprehensive understanding of how family relations, academic demands and socio-cultural norms interact in shaping the psychological state of married students in pedagogical higher education.

Results

The results of the study showed that the psychological well-being of married students is shaped by a complex interaction of family, academic, interpersonal and socio-cultural factors. The most significant positive factor was family support, especially emotional understanding from the spouse and close relatives. Students who reported supportive marital relationships demonstrated greater emotional stability, stronger motivation for learning and a more optimistic attitude toward future professional activity. They were better able to combine academic tasks with family responsibilities, because they perceived marriage not as an obstacle to education but as a source of psychological security and personal encouragement. In such cases, the family environment strengthened the student's sense of responsibility, self-confidence and life satisfaction.



At the same time, the results revealed that lack of family support negatively affected the dynamics of psychological well-being. Students who experienced misunderstanding, excessive control, unresolved conflicts or unequal distribution of household responsibilities more often reported emotional fatigue, anxiety, irritability and difficulties in concentrating on study. For some students, family obligations became a source of constant psychological tension, particularly when academic workload increased during examinations, teaching practice or preparation of independent assignments. This indicates that psychological well-being among married students depends not only on the fact of being married but also on the quality of marital communication and the degree of mutual support within the family.

Academic workload was another important factor influencing well-being. Married students often had less time for independent study, participation in extracurricular activities and communication with peers. When educational requirements were combined with household duties, childcare or financial responsibilities, students experienced role overload. However, students with developed time-management skills and clear educational goals were more successful in maintaining psychological balance. They planned their academic tasks in advance, negotiated family responsibilities and used available university resources more effectively. This shows that personal self-organization plays a mediating role between external pressure and subjective well-being.

Financial difficulties also had a noticeable impact on students' psychological state. Married students who faced economic instability or dependence on family members often experienced increased stress and uncertainty. Financial pressure influenced not only emotional comfort but also academic engagement, because some students had to combine study with work or limit their participation in educational activities. In contrast, students who had stable financial support or constructive family planning showed higher levels of calmness and academic confidence.

The study also identified the role of social expectations and gender-role attitudes. Female married students were more likely to report pressure connected with household duties, expectations of obedience, childcare and family reputation. Male married students more often mentioned economic responsibility and the



need to provide material stability. These expectations influenced the emotional state of students differently, but in both cases they created additional psychological demands. Students who had flexible family role distribution and mutual respect in marital relations demonstrated more positive well-being dynamics.

Institutional and peer support also contributed to psychological stability. Students who felt that teachers, groupmates and university psychologists understood their situation reported lower stress and greater adaptation to academic life. Friendly peer relations reduced feelings of isolation, while psychological counseling helped students discuss family tension, academic anxiety and emotional difficulties. Overall, the results confirmed that the psychological well-being of married students is dynamic and changeable. It improves when family support, constructive communication, academic adaptation, financial stability and institutional assistance are present, and it decreases when role conflict, emotional pressure, financial stress and lack of support dominate.

Discussion

The obtained results show that the psychological well-being of married students should be analyzed as a dynamic socio-psychological phenomenon rather than as a stable personal state. Marriage during the period of higher education changes the student's life structure, role expectations and emotional responsibilities. A married student is required to participate actively in academic life while also maintaining family relationships, fulfilling household duties and responding to social expectations. Therefore, psychological well-being in this group depends on the quality of interaction between individual resources, family support, educational demands and cultural norms.

One of the most important aspects revealed by the study is the role of marital communication. Constructive communication between spouses creates emotional security, reduces stress and helps students overcome academic difficulties. When the spouse understands the importance of education, supports independent study and participates in family decision-making, the student experiences a stronger sense of confidence and life satisfaction. In contrast, conflict, emotional distance, jealousy, excessive control or lack of mutual understanding may weaken



psychological stability. In such situations, even ordinary academic tasks may be perceived as an additional burden, because the student does not have enough emotional resources to cope with several demands at the same time.

Family support also has a protective function. Support from parents, relatives and spouse can reduce the negative influence of financial pressure, academic workload and role conflict. However, support should not be understood only as material assistance. Emotional acceptance, respectful communication, encouragement and recognition of the student's educational goals are equally important. In many cases, married students need not only practical help but also psychological approval of their aspiration to continue education and professional development. When family members value learning, the student is more likely to maintain motivation and overcome temporary difficulties.

The discussion of gender-role expectations is also essential. In traditional social environments, married female students may experience stronger pressure related to household duties, childcare and family reputation, while married male students may face expectations connected with financial provision and social responsibility. These expectations are not always negative, but when they become rigid and one-sided, they may limit personal development and increase emotional tension. Therefore, psychological well-being is higher when family roles are distributed flexibly and when both spouses respect each other's educational and professional aspirations. This is especially important in pedagogical universities, where students are preparing for careers connected with social responsibility and human development.

Academic conditions also influence the well-being of married students. Heavy workload, examination stress, teaching practice and independent assignments may become difficult when students do not have enough time or support. However, the results show that institutional understanding can reduce these difficulties. Teachers who communicate respectfully, provide clear academic requirements and support students' educational motivation contribute to their psychological stability. University psychological services, mentoring, peer support and preventive programs may help married students develop coping strategies, regulate emotions and plan their time effectively.



Another important issue is the dynamic nature of psychological well-being. The emotional state of married students may change at different stages of marriage and education. At the beginning of married life, adaptation difficulties may be stronger because students are learning to combine new family roles with established academic responsibilities. Later, well-being may become more stable if the student develops time-management skills, receives family support and finds a constructive balance between study and personal life. However, new stressors such as financial difficulties, childbirth, family conflicts or academic failure may again change the psychological state. This means that support for married students should not be occasional but systematic.

Overall, the discussion shows that the psychological well-being of married students is formed through the interaction of emotional, interpersonal, academic and socio-cultural factors. A comprehensive approach is needed in pedagogical universities to support this group of students. Such an approach should include psychological counseling, family-sensitive academic support, development of communication skills, stress-management training and promotion of respectful attitudes toward students' family responsibilities. This can strengthen students' resilience, improve their academic adaptation and support their personal and professional development.

Conclusion

The psychological well-being of married students is a complex and dynamic phenomenon that develops under the influence of family relationships, academic conditions, social expectations, personal coping strategies and institutional support. The study shows that married students differ from other student groups because they simultaneously perform several important social roles. They are learners, spouses, in some cases parents, members of extended families and future professionals. The interaction of these roles may create conditions for personal growth, responsibility and emotional maturity, but it may also lead to role conflict, fatigue, anxiety and a decrease in academic motivation. Therefore, the psychological well-being of married students should be studied not only as an individual emotional state but also as the result of socio-psychological interaction between the student and the surrounding environment.



One of the main conclusions is that family support plays a decisive role in maintaining psychological stability among married students. When the spouse and close relatives understand the importance of education, provide emotional encouragement and help distribute family responsibilities fairly, the student feels more confident and motivated. Such support strengthens life satisfaction, self-esteem and readiness to overcome academic difficulties. In contrast, misunderstanding, excessive control, family conflicts, unequal household duties and lack of emotional communication may become serious risk factors. These conditions weaken the student's internal resources and negatively affect concentration, academic performance and general emotional state.

The study also confirms that academic workload and family responsibilities should not be considered separately. For married students, educational stress is often intensified by household duties, financial pressure, childcare or social obligations. The ability to manage time, plan tasks, communicate openly with family members and use constructive coping strategies becomes an important condition of psychological well-being. Students who are able to balance study and family life demonstrate greater resilience, stronger academic adaptation and more positive attitudes toward their future profession. Therefore, the formation of self-regulation, stress-management and communication skills should be included in psychological support programs for married students.

Another important conclusion concerns the influence of gender-role expectations. Married female and male students may face different forms of social pressure. Female students are often expected to combine education with household duties and family care, while male students may feel stronger responsibility for financial stability. These expectations can support personal maturity when they are flexible and mutually accepted, but they may become psychologically harmful when they limit educational opportunities or create emotional pressure. For this reason, the well-being of married students depends on respectful marital communication, fair distribution of responsibilities and recognition of both partners' educational and professional aspirations.

Pedagogical universities should pay systematic attention to the needs of married students. Psychological counseling, mentoring, peer support, family-sensitive academic communication and preventive work aimed at reducing stress can help



this group of students maintain emotional balance. Teachers and university psychologists should create conditions in which married students can openly discuss adaptation difficulties, receive professional guidance and develop effective strategies for combining family and study. Such support is especially important in pedagogical education, because future teachers must develop not only professional knowledge but also emotional maturity, social responsibility and psychological resilience.

In general, the dynamics of psychological well-being among married students is determined by the balance between supportive and stressful factors. Positive marital relations, family understanding, academic motivation, financial stability, constructive coping and institutional assistance improve well-being, while role conflict, emotional pressure, financial difficulties, rigid gender expectations and lack of support weaken it. A comprehensive socio-psychological approach makes it possible to identify these factors in time and organize effective support. Strengthening the psychological well-being of married students contributes not only to their personal stability but also to their academic success, professional formation and future activity as socially responsible specialists.

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