

# Well-Being as a Higher Education Management Imperative: Mapping Psychological Dimensions of Migrant Management Students

Original Article

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## Abstract

The psychological well-being of migrant students represents a critical yet underexplored dimension of people management in higher education. As universities increasingly enroll students from diverse geographic backgrounds, understanding and strategically managing student psychological well-being has become an important institutional responsibility. This study aimed to describe the psychological well-being of migrant management students at the Department of Management, Faculty of Economics and Business, Universitas Negeri Makassar, and to examine its implications for people management in higher education. A quantitative descriptive design was employed, with respondents selected through purposive sampling. Psychological well-being was measured using Ryff's Scale of Psychological Well-Being, which covers autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The instrument testing indicated that all items were valid, while the reliability result demonstrated acceptable internal consistency. Descriptive analysis revealed that the overall psychological well-being of migrant management students was categorized as high. Self-acceptance emerged as the strongest dimension, whereas autonomy was identified as the lowest dimension and remained within the moderate category. These findings suggest that migrant management students generally demonstrate positive psychological well-being; however, targeted managerial interventions are still needed, particularly to strengthen autonomy and self-directed decision-making. This study contributes to the development of student human capital management discourse and provides an empirical basis for designing student support programs in Indonesian higher education institutions.

**Keywords:** Psychological Well-Being, Migrant Students, People Management, Higher Education, Student Human Capital.

## 1. Introduction

Psychological well-being has emerged as a critical dimension of human functioning, particularly within institutional settings where individuals face complex demands and transitional challenges. In the context of higher education, institutions are increasingly recognized not merely as academic entities but as organizations responsible for the holistic development of their student populations. Contemporary perspectives on higher education management emphasize that universities and study programs must strategically manage their student populations as human capital nurturing their cognitive, emotional, and psychological capacities to produce graduates who are not only academically competent but also psychologically resilient and professionally prepared (Luthans & Youssef-Morgan, 2017;

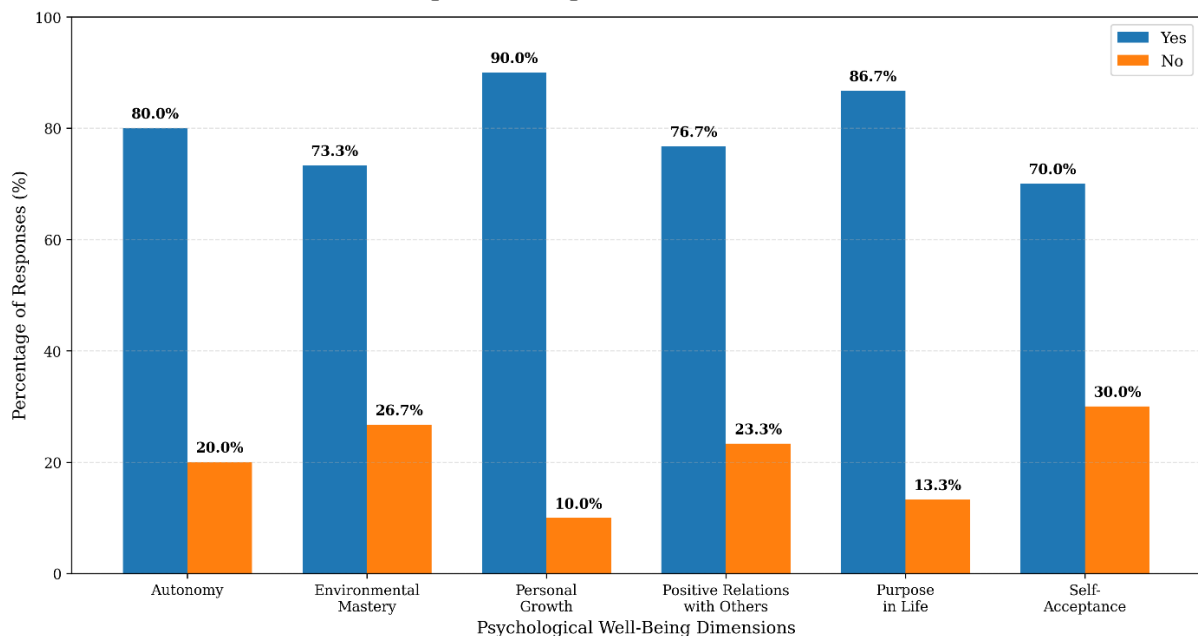


Tinto, 2012). Within this frame, student psychological well-being is not solely a matter of personal mental health; it is a central concern of institutional people management and student experience governance.

Migrant students those who leave their home regions to pursue tertiary education in unfamiliar cities represent one of the most psychologically vulnerable segments of the higher education population. The transition from a familiar social environment to a new urban setting imposes multidimensional challenges, including geographic relocation, social disconnection from family and support networks, academic pressure in a competitive institutional environment, cultural and linguistic adjustment, financial uncertainty, and the need to establish new social relationships (Arslan, 2021; Tytherleigh et al., 2005). These stressors collectively affect students' sense of autonomy, environmental mastery, social connectedness, and self-acceptance all of which are core dimensions of Ryff (1989) model of psychological well-being. Without adequate institutional support, the psychological well-being of migrant students may deteriorate, adversely affecting their academic performance, retention rates, and long-term professional readiness (Anglim et al., 2020; Chaudhry et al., 2024).

The Department of Management, Faculty of Economics and Business, Universitas Negeri Makassar, enrolls a substantial proportion of migrant students from across the Eastern Indonesia region. These students are pursuing management education with aspirations to become future managers, organizational leaders, entrepreneurs, and professional decision-makers. Their ability to successfully navigate the psychological challenges of migration and academic life is therefore of strategic importance not only to the institution but also to the broader labor market and regional development agenda. As emerging management professionals, their capacity for self-regulation, resilience, interpersonal competence, and autonomous decision-making is directly shaped by their psychological well-being during their formative years of education (Deci & Ryan, 2008b; Fredrickson, 2013; Kotera et al., 2021).

**Preliminary Study Results of Psychological Well-Being Dimensions  
Migrant Management Students (n = 30)**



**Figure 1. Preliminary Study**

A preliminary study conducted with 30 migrant management students at Universitas Negeri Makassar provided initial evidence supporting the urgency of this research. Findings indicated that while the majority of students reported positive psychological functioning across most dimensions, notable variation was observed. Personal growth was the highest-

rated dimension, with 90.0% of respondents reporting growth-oriented experiences during their time as migrant students. In contrast, self-acceptance received the lowest rating, with only 70.0% of respondents reporting a positive self-perception indicating that nearly one in three migrant management students struggled with accepting themselves in the context of their new environment. Environmental mastery (73.3% affirmative responses) and positive relations with others (76.7%) also revealed areas requiring managerial attention. These preliminary findings underscore the need for a more systematic, empirically grounded examination of psychological well-being among this population.

Despite the growing body of literature on student well-being in higher education, most existing studies treat psychological well-being as an individual psychological construct rather than as an institutional management concern. Research within the Indonesian context, in particular, has tended to focus on psychological well-being from a clinical or educational psychology perspective, with limited engagement with the people management literature (Angraini & Rahardjo, 2023; Melani et al., 2024). This represents a significant research gap: the psychological well-being of migrant students has implications for student retention, academic engagement, student support programming, and the overall institutional responsibility of higher education to manage its student human capital effectively. Reconceptualizing student psychological well-being as a people management issue opens new theoretical and practical avenues for institutional policy design, study program governance, and student development strategy.

This study therefore aims to describe the psychological well-being of migrant management students at the Department of Management, Faculty of Economics and Business, Universitas Negeri Makassar, based on Ryff's six-dimensional framework autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance and to discuss its implications for people management strategies in higher education. By situating these findings within a people management framework, this article seeks to contribute to the literature on student human capital management and to provide an empirical basis for the development of student support policies and institutional governance mechanisms.

## **2. Literature Review**

### **2.1. Psychological Well-Being**

Psychological well-being is a multidimensional construct that encompasses an individual's positive functioning across cognitive, emotional, and social domains. The theoretical foundation for understanding psychological well-being in its multidimensional form was established by Ryff (1989), who proposed a six-dimensional model as a reaction against the narrow conceptualization of well-being as the mere absence of mental illness or the presence of subjective happiness. Ryff's model identifies six core dimensions: (1) autonomy, referring to an individual's capacity for self-determination and resistance to social pressures; (2) environmental mastery, reflecting competence in managing one's surroundings and daily responsibilities; (3) personal growth, indicating a sense of continued self-development and openness to new experiences; (4) positive relations with others, capturing the quality and depth of interpersonal relationships; (5) purpose in life, representing a sense of direction and meaning in one's existence; and (6) self-acceptance, denoting a positive and realistic appraisal of oneself (Ryff & Singer, 2008).

Subsequent empirical research has extensively validated the predictive and explanatory utility of Ryff's model across diverse populations and cultural contexts. Keyes et al. (2002)

provided important cross-national evidence for the structure and measurement of psychological well-being, while more recent studies have confirmed its applicability in student populations across different educational systems (Biswas-Diener et al., 2011; Kotera et al., 2021). In the context of higher education, psychological well-being has been linked to academic achievement, student engagement, institutional belonging, retention, and post-graduation career outcomes (Angrim et al., 2020; Dias-Broens et al., 2024; Khatri et al., 2024). These findings reinforce the relevance of Ryff's framework not only as a theoretical lens for understanding individual psychological functioning but also as an applied diagnostic tool for institutional programming and student development management.

## **2.2. Migrant Students in Higher Education**

Migrant students broadly defined as students who relocate from their home communities to pursue higher education in geographically distant institutions constitute a distinct population within the higher education landscape. Their experience is characterized by simultaneous transitions across multiple domains: geographic (physical relocation), social (formation of new networks), academic (adjustment to institutional norms), and psychological (identity renegotiation and emotional adaptation) (Arnett, 2007; Tytherleigh et al., 2005). These compounded transitions create a unique vulnerability profile that distinguishes migrant students from their non-migrant counterparts.

Research consistently identifies loneliness, homesickness, and perceived social isolation as prominent psychological challenges among migrant students, particularly during the early phases of relocation (Arslan, 2021; Dost, 2025). The loss of familiar social support structures family proximity, established peer networks, and community belonging requires migrant students to develop new social competencies and support systems in often unfamiliar institutional environments. At the same time, cultural adjustment demands including navigating different regional norms, communication styles, and social expectations add further complexity to the migrant student experience. In the Indonesian context specifically, migrant students who relocate from rural or semi-urban areas to major cities such as Makassar face additional challenges related to socioeconomic disparities, urban adaptation, and institutional culture (Angraini & Rahardjo, 2023; Ginting et al., 2025).

The concept of institutional belongingness the degree to which students feel valued, respected, and integrated within their institutional community has emerged as a particularly salient protective factor for migrant student psychological well-being (Strayhorn, 2019; van Kessel et al., 2025). Institutions that proactively cultivate an inclusive and supportive academic climate demonstrate significantly better outcomes in student retention, academic persistence, and overall well-being. This underscores the institutional dimension of migrant student well-being and reinforces the argument that managing student well-being is fundamentally a matter of higher education governance and people management.

## **2.3. Psychological Well-Being as a People Management Issue**

People management in higher education has traditionally been associated with the management of academic and administrative staff. However, contemporary human resource development scholarship has increasingly extended the people management framework to encompass the management of students as a strategic institutional resource a perspective aligned with the concept of student human capital (Becker, 1994; Luthans & Youssef-Morgan, 2017; Schultz, 1961). Under this view, universities and study programs are responsible not only for transmitting disciplinary knowledge but also for developing the holistic capacities of their student populations in ways that optimize both individual and institutional outcomes.

Student experience management the systematic effort to design, monitor, and improve the totality of students' interactions with their institutional environment has gained significant traction in higher education management literature (Fadiji & Eloff, 2024; Matus et al., 2021; Ramsden, 2008). Psychological well-being is increasingly recognized as a core dimension of student experience, with direct implications for academic engagement, retention, and graduate competency (Chaudhry et al., 2024; Kotera et al., 2021). From a people management perspective, institutions that fail to monitor and respond to the psychological well-being of their students risk diminished student engagement, increased dropout rates, and reduced institutional effectiveness in producing competent, career-ready graduates.

Tinto (2012) influential work on student retention emphasizes that students' academic and social integration within institutional communities is a primary determinant of their persistence and success. More recent research has extended this framework to include psychological dimensions, arguing that institutions must develop systematic student support infrastructures including counseling services, academic mentoring, peer support programs, and wellness initiatives to sustain healthy psychological functioning among their student populations (Fadiji & Eloff, 2024; Matus et al., 2021; van Kessel et al., 2025). Positioning psychological well-being within the people management discourse thus reframes student well-being as a managerial and governance responsibility, rather than a purely individual or clinical concern.

#### **2.4. 2.4 Psychological Well-Being of Management Students**

Management students occupy a distinctive position within the higher education landscape: they are concurrently learners acquiring disciplinary knowledge and pre-professional individuals developing the competencies needed for future leadership, entrepreneurial, and organizational roles. Psychological well-being is particularly salient for this group, as the core competencies associated with effective management including self-regulation, interpersonal effectiveness, resilience, autonomous decision-making, and adaptive problem-solving are closely aligned with the six dimensions of Ryff's psychological well-being model (Kotera et al., 2021; Luthans & Youssef-Morgan, 2017).

Empirical research on management and business students has identified strong linkages between psychological well-being and key professional competencies. Autonomy, for instance, is foundational to entrepreneurial self-efficacy and leadership readiness (Deci & Ryan, 2008a; Fredrickson, 2013). Environmental mastery is linked to adaptive capacity and organizational effectiveness. Personal growth reflects the orientation toward continuous learning and professional development that is essential for management practice in dynamic organizational environments. Positive relations with others are fundamental to team leadership, stakeholder management, and organizational communication. Purpose in life underpins goal-oriented leadership and strategic thinking. Self-acceptance, finally, is associated with authentic leadership, emotional resilience, and career commitment (Deci & Ryan, 2008a; Luthans & Youssef-Morgan, 2017).

For migrant management students specifically, the challenges of relocation and social adjustment may constrain the development of these competencies if not strategically addressed by their study programs and institutions. People management interventions that support the psychological well-being of management students thus serve a dual function: they improve individual student functioning and simultaneously contribute to the development of the professional competencies that will define their future careers. This dual rationale makes the psychological well-being of migrant management students a priority concern for higher education people management.

### 3. Methods

This study employed a quantitative descriptive research design with the objective of systematically describing the psychological well-being of migrant management students at Universitas Negeri Makassar. The descriptive approach was selected because the primary research aim was to provide an accurate, systematic, and empirically grounded characterization of the current psychological well-being profile of the study population, rather than to examine causal or predictive relationships between variables (Creswell & Creswell, 2023). The research was conducted at the Department of Management, Faculty of Economics and Business, Universitas Negeri Makassar a leading public university in Eastern Indonesia with a substantial enrollment of migrant students from across the region.

The population of this study comprised all active migrant management students at Universitas Negeri Makassar defined as students currently enrolled in the Department of Management who originated from outside the city of Makassar and were temporarily residing in Makassar for the purpose of pursuing higher education. The study sample consisted of 90 respondents, determined using the indicator-based sample size formula of 5 multiplied by the total number of measurement indicators ( $5 \times 18 = 90$ ). This approach is consistent with recommendations in the structural and psychometric literature for determining adequate sample sizes when using multi-item measurement scales (Hair & Alamer, 2022). Respondents were selected using purposive sampling, based on the following criteria: (1) actively enrolled in the Department of Management at Universitas Negeri Makassar; (2) originally from outside Makassar city; (3) temporarily residing in Makassar for the purpose of tertiary study; and (4) willing to participate by completing the research questionnaire.

Psychological well-being was measured using the Scale of Psychological Well-Being (SPWB) adapted from Ryff (1989) six-dimensional model. The instrument comprised 18 items organized across six dimensions: autonomy (PWB1–PWB3), environmental mastery (PWB4–PWB6), personal growth (PWB7–PWB9), positive relations with others (PWB10–PWB12), purpose in life (PWB13–PWB15), and self-acceptance (PWB16–PWB18). Each dimension was represented by three items, and responses were recorded on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Six negatively worded items PWB1, PWB6, PWB9, PWB11, PWB15, and PWB18 were reverse-coded prior to analysis using the formula:  $\text{New Score} = 6 - \text{Original Score}$ .

Prior to the descriptive analysis, the validity and reliability of the instrument were tested. The validity test was conducted by correlating each item score with the total score of its respective dimension, considering the multidimensional structure of Ryff's psychological well-being model. The critical  $r$ -value was determined based on 90 respondents with  $df = 88$  at the 0.05 significance level, resulting in an  $r$ -table value of 0.207. Items were considered valid when the  $r$ -count value exceeded the  $r$ -table value. Reliability was assessed using Cronbach's Alpha, with a threshold of 0.70 indicating acceptable internal consistency. Negatively worded items were reverse-coded before conducting validity, reliability, and descriptive analyses.

The primary analytical technique used was descriptive statistics, including frequency counts, percentages, means, standard deviations, minimum scores, and maximum scores. Dimension-level means were interpreted using a five-category scale: 1.00–1.80 (Very Low), 1.81–2.60 (Low), 2.61–3.40 (Moderate), 3.41–4.20 (High), and 4.21–5.00 (Very High). This interpretive framework enabled a systematic assessment of the relative standing of each dimension and the overall psychological well-being construct, providing a clear evidence base for deriving people management implications.

## 4. Results and Discussion

### 4.1. Respondent Characteristics

The sample consisted of 90 migrant management students at the Department of Management, Faculty of Economics and Business, Universitas Negeri Makassar. The demographic profile of respondents is presented in Table 1.

**Table 1. Respondent Characteristics**

Characteristics	Category	Frequency	Percentage
Cohort Year	2024	28	31.1%
	2025	62	68.9%
Gender	Female	77	85.6%
	Male	13	14.4%
Age	18 years old	28	31.1%
	19 years old	38	42.2%
	20 years old	20	22.2%
	21 years old	2	2.2%
	22 years old	2	2.2%
Total		90	100.0%

Source: proceed by author, 2026.

As shown in Table 1, the majority of respondents were from the 2025 cohort (62 students, 68.9%), with the remaining 28 students (31.1%) from the 2024 cohort. In terms of gender, female students dominated the sample, comprising 77 respondents (85.6%), compared to 13 male respondents (14.4%). This gender composition reflects the broader demographic pattern of the management program at Universitas Negeri Makassar. Regarding age distribution, the largest group was 19-year-old students (38 respondents, 42.2%), followed by 18-year-old students (28 respondents, 31.1%) and 20-year-old students (20 respondents, 22.2%). Only four respondents were aged 21 or 22 years (2.2% each), indicating that the sample was predominantly composed of first- and second-year undergraduate students at the early stages of their academic and migratory transition.

### 4.2. Validity and Reliability Testing

Validity and reliability analyses were conducted prior to the main descriptive analysis to ensure the psychometric quality of the instrument. The results of the validity test are presented in Table 2.

**Table 2. Validity Test Results**

Dimension	Item	r-count	r-table	Decision
Autonomy	PWB1	0.338	0.207	Valid
	PWB2	0.685	0.207	Valid
	PWB3	0.702	0.207	Valid
	PWB4	0.760	0.207	Valid
Environmental Mastery	PWB5	0.820	0.207	Valid
	PWB6	0.536	0.207	Valid
	PWB7	0.554	0.207	Valid
Personal Growth	PWB8	0.639	0.207	Valid
	PWB9	0.723	0.207	Valid
Positive Relations with Others	PWB10	0.562	0.207	Valid
	PWB11	0.591	0.207	Valid
	PWB12	0.700	0.207	Valid
	PWB13	0.791	0.207	Valid
Purpose in Life	PWB14	0.754	0.207	Valid
	PWB15	0.640	0.207	Valid

Dimension	Item	r-count	r-table	Decision
Self-Acceptance	PWB16	0.666	0.207	Valid
	PWB17	0.802	0.207	Valid
	PWB18	0.824	0.207	Valid

Source: proceed by author, 2026.

The validity test was conducted by comparing the r-count value of each item with the r-table value. With 90 respondents, the degree of freedom was 88, resulting in an r-table value of 0.207 at the 0.05 significance level. After reverse coding the negatively worded items, all 18 psychological well-being items showed r-count values greater than the r-table value. Therefore, all items were declared valid and suitable for further analysis. The r-count values ranged from 0.338 (PWB1, Autonomy) to 0.824 (PWB18, Self-Acceptance), indicating adequate to strong item-dimension correlations across all six dimensions.

The results of the reliability test are presented in Table 4.

**Table 4. Reliability Test Results**

Variable	Number of Items	Cronbach's Alpha	Criterion	Decision
Psychological Well-Being	18	0.758	> 0.70	Reliable

Source: proceed by author, 2026.

The reliability test showed that the Cronbach's Alpha value for the psychological well-being instrument was 0.758. Since this value exceeded the commonly accepted threshold of 0.70, the instrument was considered reliable. This indicates that the 18-item psychological well-being scale had acceptable internal consistency for measuring the psychological well-being of migrant management students.

### 4.3. Descriptive Statistics of Psychological Well-Being

The descriptive statistical analysis of psychological well-being dimensions is presented in Table 4. Means were computed at the dimension level by averaging the three items within each dimension after reverse coding.

**Table 4. Descriptive Statistics of Psychological Well-Being Dimensions**

Dimension	Mean	Std. Dev.	Min	Max	Category
Autonomy	3.400	0.536	2.000	4.667	Moderate
Environmental Mastery	3.526	0.648	1.333	5.000	High
Personal Growth	3.626	0.630	1.000	5.000	High
Positive Relations with Others	3.504	0.588	1.667	5.000	High
Purpose in Life	3.522	0.701	1.667	5.000	High
Self-Acceptance	3.659	0.807	1.333	5.000	High
<b>Overall</b>	<b>3.540</b>	<b>0.430</b>	<b>2.333</b>	<b>4.278</b>	<b>High</b>

Source: proceed by author, 2026.

As presented in Table 4, the overall psychological well-being of migrant management students was categorized as High, with a mean score of 3.540 (SD = 0.430). Five of the six dimensions fell within the High category: environmental mastery (M = 3.526), personal growth (M = 3.626), positive relations with others (M = 3.504), purpose in life (M = 3.522), and self-acceptance (M = 3.659). The highest-scoring dimension was self-acceptance (M = 3.659, SD = 0.807), indicating that migrant management students generally maintained a positive self-regard and a favorable view of their life journeys. The lowest-scoring dimension was autonomy (M = 3.400, SD = 0.536), which fell within the Moderate category, suggesting that some students experienced challenges in self-directed decision-making and resistance to

external social influences. The relatively wide standard deviation observed for self-acceptance (SD = 0.807) compared to autonomy (SD = 0.536) indicates greater individual variation in the self-acceptance dimension.

#### 4.4. Distribution of Overall Psychological Well-Being Categories

The frequency distribution of overall psychological well-being categories among the 90 respondents is presented in Table 5.

**Table 5. Distribution of Overall Psychological Well-Being Categories**

Category	Mean Interval	Frequency	Percentage
Very Low	1.00–1.80	0	0.0%
Low	1.81–2.60	3	3.3%
Moderate	2.61–3.40	29	32.2%
High	3.41–4.20	54	60.0%
Very High	4.21–5.00	4	4.4%
<b>Total</b>		<b>90</b>	<b>100.0%</b>

Source: proceed by author, 2026.

As shown in Table 5, the majority of migrant management students were classified in the High category (54 respondents, 60.0%), followed by the Moderate category (29 respondents, 32.2%). A small proportion were classified as Very High (4 respondents, 4.4%) and Low (3 respondents, 3.3%). No respondents fell in the Very Low category (0.0%). This distribution confirms the overall positive trend in psychological well-being while also highlighting that approximately one-third of the sample demonstrated moderate psychological well-being, indicating a need for targeted institutional support.

#### 4.5. Discussion

The validity and reliability results indicate that the adapted psychological well-being instrument was appropriate for mapping the psychological condition of migrant management students. From an operational perspective, this finding is important because it confirms that the study program can use the instrument as a practical diagnostic tool to identify students' well-being profiles and design evidence-based student support initiatives. Rather than treating psychological well-being assessment as a one-time research activity, the Department of Management can institutionalize this instrument as part of its routine student monitoring system. This is consistent with the logic of evidence-based people management, which emphasizes the use of systematically collected data to support managerial decision-making (Boxall & Purcell, 2016; Pfeffer & Sutton, 2006).

The overall condition of psychological well-being among migrant management students suggests that most students have developed adequate psychological resources to adapt to the academic and social demands of living away from home. However, this finding should not be interpreted as a reason for institutional complacency. In higher education people management, a generally positive student well-being profile should be used as a foundation for preventive and developmental programs, not merely as evidence that students do not require support. Previous studies have emphasized that student well-being is closely related to academic engagement, persistence, and retention; therefore, universities need to manage well-being proactively through structured support systems rather than waiting until students experience serious psychological or academic difficulties (Angraini & Rahardjo, 2023; Fadiji & Eloff, 2024; Ginting et al., 2025; Matus et al., 2021; Tinto, 2012).

The prominence of self-acceptance indicates that many migrant management students are able to develop a relatively positive view of themselves despite the demands of relocation, academic adjustment, and social transition. In Ryff's framework, self-acceptance reflects the ability to acknowledge one's strengths and limitations and to maintain a constructive attitude

toward one's life experiences Ryff & Singer (2008). Operationally, this condition can be strengthened through reflective student development programs, such as guided self-assessment, personal development planning, academic reflection journals, and career identity workshops. Such programs are particularly relevant for management students because self-understanding is an important foundation for leadership readiness, career planning, and professional identity formation. This interpretation is consistent with studies suggesting that relocation and independent living can support identity consolidation when students are provided with adequate coping resources and developmental support (Arnett, 2007; Arslan, 2021).

Although students appear to have developed positive self-acceptance, autonomy remains an important area for institutional strengthening. Autonomy is not merely a psychological trait; in the context of management education, it is closely related to independent judgment, decision-making capacity, self-regulation, and readiness to assume professional responsibility. For migrant students, autonomy may be challenged by family expectations, peer influence, cultural adjustment, and the need to make academic and personal decisions without direct parental supervision. This aligns with developmental perspectives which argue that autonomy formation is an ongoing process during young adulthood, especially when individuals are adjusting to new social and educational environments (Deci & Ryan, 2008b; Luthans & Youssef-Morgan, 2017). Therefore, the Department of Management should operationalize autonomy development through experiential learning, leadership assignments, entrepreneurship projects, problem-based learning, decision-making simulations, and structured self-management coaching.

Environmental mastery also has direct operational implications for student management. Migrant students must manage academic responsibilities, financial limitations, daily routines, transportation, accommodation, and social adjustment at the same time. Therefore, student support should not only focus on academic consultation, but also on practical adaptation skills. The study program can respond by designing an orientation module specifically for migrant students, covering academic planning, time management, campus navigation, study strategies, and access to institutional support services. Such intervention is relevant because students' ability to manage their environment contributes to academic engagement and professional readiness (Chaudhry et al., 2024; Khatri et al., 2024; Kotera et al., 2021).

Personal growth should be leveraged as a strategic asset in people management. Migrant students often experience relocation as a challenging but developmental experience. The Department of Management can transform this experience into a structured learning process through mentoring, leadership development, community engagement, student organization participation, and career preparation programs. In this sense, personal growth should not be left as an incidental outcome of migration, but should be intentionally embedded in student development policies. This approach is consistent with Ryff's view that psychological well-being involves continuous development, openness to new experiences, and realization of personal potential (Ryff et al., 1995).

Positive relations with others also require operational attention because social connection is a crucial support mechanism for migrant students. Students who live away from their families need meaningful relationships with peers, lecturers, academic advisors, and campus communities. The Department of Management can strengthen this dimension through peer mentoring, study groups, student community forums, and culturally inclusive student activities. These initiatives can create a stronger sense of belonging and reduce the risk of social isolation among migrant students. This interpretation is consistent with research

showing that social connectedness and belonging are important factors in supporting student adjustment, persistence, and psychological well-being in higher education (Dias-Broens et al., 2024; Strayhorn, 2019; van Kessel et al., 2025).

Purpose in life is particularly relevant for management students because it is closely associated with academic motivation, career orientation, and future professional identity. The Department of Management can support this dimension by integrating career development activities into the academic experience, including career mapping, alumni sharing sessions, professional certification preparation, entrepreneurship clinics, and academic advising focused on long-term goals. When students understand the relationship between their current studies and future career pathways, they are more likely to maintain motivation and engagement. This is consistent with literature emphasizing the role of purpose, engagement, and future orientation in student success and professional development (Chaudhry et al., 2024; Kotera et al., 2021).

Taken together, the findings reinforce the value of Ryff's multidimensional psychological well-being model as an operational framework for managing migrant students in higher education. The model enables study programs to identify which aspects of student well-being should be maintained, strengthened, or supported through targeted institutional action. In this study, psychological well-being is not treated merely as an individual psychological outcome, but as a managerial issue that should inform student support programming, academic advising, curriculum enrichment, counseling services, and student development policy. This aligns with evidence-based people management, which argues that organizational decisions should be guided by valid and systematically collected data (Boxall & Purcell, 2016; Pfeffer & Sutton, 2006).

The broader implication is that psychological well-being should be institutionalized as part of higher education people management. For the Department of Management, Faculty of Economics and Business, Universitas Negeri Makassar, this means that student well-being data should be integrated into annual program evaluation, academic quality assurance, student affairs planning, and curriculum-based development programs. Well-being management should not be positioned only as a counseling responsibility, but as a shared institutional responsibility involving the study program, academic advisors, lecturers, student organizations, and faculty-level support services. Through this approach, the university can support migrant students not only as learners, but also as student human capital and future professional talent who need to be psychologically prepared for academic, organizational, and career challenges.

## 5. Conclusion

This study concludes that migrant management students at the Department of Management, Faculty of Economics and Business, Universitas Negeri Makassar demonstrate a generally positive level of psychological well-being. The findings indicate that students are able to develop self-acceptance, manage their academic and social adjustment, build meaningful relationships, maintain personal growth, and sustain a sense of purpose while living away from their families. However, autonomy remains an important area for further institutional attention, particularly in relation to independent decision-making, self-regulation, and confidence in personal judgment.

This article contributes to the people management literature in higher education by positioning psychological well-being as a strategic institutional concern, rather than merely an individual psychological condition. Migrant students should be understood as student

human capital who require structured support to strengthen their academic engagement, personal development, and professional readiness. Therefore, the Department of Management should integrate well-being-oriented initiatives into academic advising, peer mentoring, counseling services, student development programs, and soft skills training.

The study is limited by its descriptive design and its focus on one study program within a single university. Future research may expand the model by examining the role of social support, academic adaptation, resilience, student engagement, and institutional support in shaping migrant students' psychological well-being across different higher education contexts.

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