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Life Satisfaction and Academic Engagement in Chileans Undergraduate Students of the University of Atacama**Carmen Burgos Videla***Department de Education Basic Universidad de Atacama*

Statement of the problem: The growing problem of mental health in the university population, as a consequence of the COVID-19 pandemic, has generated the need to consider positive variables to address this situation. Life satisfaction and academic engagement are two constructs that emerge as conceptual tools oriented in this direction. The present study sought to describe the effect of academic engagement on life satisfaction in a sample of Chilean university students. A cross-sectional co-relational design was used. A total of 370 university students participated, 72.4% female and 27.6% male, aged beitive effect of engagement on life satisfaction was demonstrated, where the dimensions vigor ($\beta = 0.462$; $p < 0.01$) and dedication ($\beta = 0.465$; $p < 0.01$) acted as significant predictors ($\chi^2 = 87.077$, $gl = 32$, $p < 0.01$; $\chi^2/gl = 2.721$; CFI = 975; TLI = 0.964; RMSEA = 0.068). The proposed model showed factorial invariance according to sex. The usefulness of employing these constructs as a way to manage the well-being and mental health of students in university institutions is discussed.

Methodology & theoretical orientation: The design used in this research was consistent with the objective of the study, which was to describe the effect of academic engagement on life satisfaction in Chilean university students from Copiapó. For this purpose, non-experimental research of a cross-sectional correlational type was considered. It should be noted that in non-experimental research there is no deliberate manipulation of the variables, and the phenomena are only observed in their natural environment and then analyzed. On the other hand, the present research was cross-sectional–correlational, since a description of the study variables was sought by establishing the relationship between them at a single point in time.

Conclusion: This study allowed verifying the impact of academic engagement on life satisfaction in Chilean university students. With the above, it can be confirmed that this is a relevant theoretical–conceptual tool for the promotion of mental health and the prevention of mental health issues in higher education institutions, based on a positive approach.

Biography

Carmen Gloria Burgos-Videla is a teacher of basic general education. She has a master's degree in competency-based curriculum design and is a Doctor in Educational Sciences. She is a member of different research networks and director of the Research Institute in Social Sciences and education of the University of Atacama and of the Observatory on Education and Culture Society. Editor-in-chief Propulsion Magazine. Her lines of research are pedagogical and curricular theory, creativity, and vivid curricula.