

The Impact of Spiritual Well-being, Coping Strategies, Income and Alcohol Use on the Psychological Well-being of College Students in the USA

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Abstract

Purpose: The purpose of this study was to examine the impact of spiritual well-being, coping strategies, income and alcohol use on the psychological well-being of college students in the USA.

Methods: This was a descriptive correlational research design. A convenience sample of 88 USA college students was recruited in this study including 44 (50%) participants with Nursing major and 44 (50%) participants with Business major, 29 male (33%) and 59 female (67%). The mean age was 25.64 ($SD = 8.02$). Data was collected using structured questionnaires consisting of Scales regarding Psychological Well-Being, Spiritual Well-being, Coping Strategies, Anxiety, Depression, and demographic data. Descriptive statistics (mean, SD, range, frequency, and percent), Pearson-Product Moment Correlation and Stepwise Multiple Regression analyses were used to describe the study sample and perform deeper analyses. SPSS version 23 was used to do the data analysis.

Results: According to Pearson Correlations, the following variables had statistically significant positive relationships with psychological well-being: spiritual well-being ($r = 0.66, p \leq 0.001$), problem-focused engagement coping ($r = 0.23, p \leq 0.05$), and problem-focused disengagement coping ($r = 0.59, p \leq 0.001$). The following variables had statistically significant reverse relationships with psychological well-being: emotion-focused engagement coping ($r = -0.42, p \leq 0.001$), emotion-focused disengagement coping ($r = -0.34, p \leq 0.001$), anxiety ($r = -0.27, p \leq 0.01$), and depression ($r = -0.51, p \leq 0.001$). Income had statistically significant positive relationships with anxiety ($r = 0.21, p \leq 0.05$) and depression ($r = 0.24, p \leq 0.05$). Alcohol use because of negative emotion had a statistically significant positive relationship with anxiety ($r = 0.3, p \leq 0.01$) and a reverse relationship with spiritual well-being ($r = -0.25, p \leq 0.05$). According to Stepwise Multiple Regression, the model variables accounted for 61.2% of the psychological well-being variance. Higher scores of spiritual well-being ($\beta = 0.424, p \leq .001$) and higher scores of problem-focused disengagement coping ($\beta = 0.219, p \leq .05$) were found to predict significantly greater psychological well-being. Lower scores of depression ($\beta = -0.226, p \leq .01$) and lower scores of emotion-focused engagement coping ($\beta = -0.206, p \leq .01$) were found to predict significantly greater psychological well-being.

Conclusion: The results of this study provide an evidence based information for higher education to increase college students' psychological well-being, spiritual well-being, and problem focus coping strategies in order to decrease their anxiety, depression, and suicidal ideation.

Keywords: Psychological Well-Being; Spiritual Well-Being; Coping Strategies; Alcohol Use; College Students; Income

Abbreviations

PWB: Psychological Well-being; SWB: Spiritual Well-being; PFE: Problem-Focused Engagement; PFD: Problem-Focused Disengagement; EFE: Emotion-Focused Engagement; EFD: Emotion-Focused Disengagement

Introduction

According to the American Foundation for Suicide Prevention, approximately 42,773 Americans commit suicide every year and many of who are college students [1]. Suicidal ideation is significantly related to psychological well-being and psychological well-being has reverse relationships with anxiety and depression [2-4]. Anxiety and depression are important mental health issues for college students [5]. Forty million U.S. adults suffer from an anxiety disorder, and 75 percent of them experience their first episode of anxiety by age 22 and most of them feel stressed and depressed, so anxiety disorders are one of the most common mental health problems on college campuses [5]. Only about one-third of those suffering anxiety disorders receive treatment, although anxiety disorders are highly treatable [5]. Anxiety disorders cost the U.S. more than \$42 billion a year, almost one-third of the country's \$148 billion total mental health bill [5].

Depression is also a major risk factor for suicide [3,4,6,7]. About 30 percent of college students reported feeling “so depressed that it was difficult to function” [8]. According to National Data on Campus Suicide and Depression, one in every 12 U.S. college students makes a suicide plan [1]. There are 49.5% college students who reported feeling hopeless and 60.5% college students who reported feeling lonely - a common indicator of depression - in the past year [1]. Suicide is currently the second most common cause of death among college students aged 25 - 34 and third leading cause of death of 15 - 24-year-olds, according to the American College Health Association [9]. Also, lifetime thoughts of attempting suicide reportedly occur among five percent of graduate students and 18 percent of undergraduates [9].

According to the review of literature, college students’ psychological well-being is an important topic to be discussed, but few studies examine the influences of spiritual well-being, coping strategies, income, and using alcohol because of negative emotion on the college students’ psychological well-being. Therefore, the purpose of this study was to examine the influences of college student’s spiritual well-being, coping strategies, income, and alcohol use on their psychological well-being.

The research framework used for this study is the Development of Personality and Psychological Well-Being Model developed by Yeh and Chiao (2013) according to literature reviews. This framework indicates that a person’s personality is developed by biological temper, parental rearing attitude, and cognitive learning. When people have stressors, anxiety and depression, people with different personalities use different coping strategies that will cause them have a good psychological well-being or suicidal ideation. During this process, spiritual well-being plays a mediator to influence the outcome variables [3]. In this study, the influences of the spiritual well-being, coping strategies, income, alcohol use, anxiety and depression on college students’ psychological well-being have been examined.

Theoretical Framework

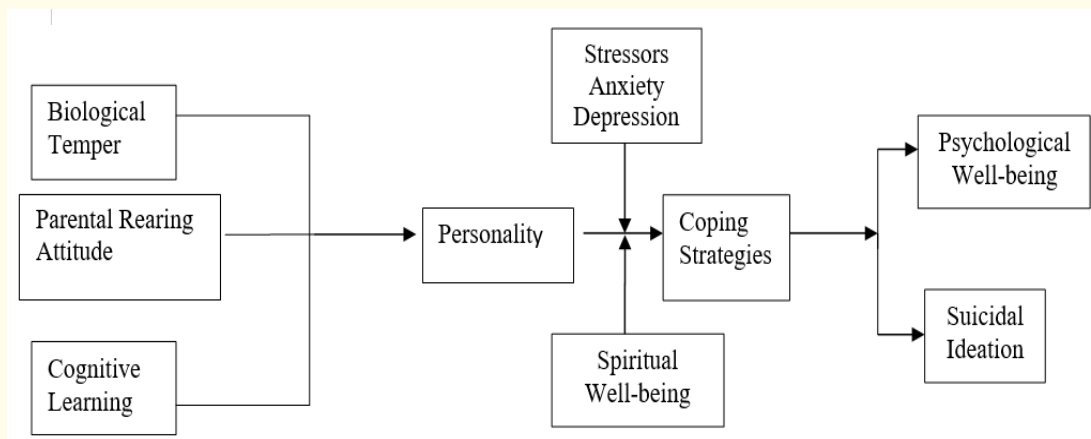


Figure 1: Theoretical frame work [3].

The specific research questions addressed were the following:

1. What are the relationships among spiritual well-being, coping strategies, income, alcohol use, anxiety, and depression with college students’ psychological well-being?
2. How much college students’ psychological well-being will be predicted by the independent variables: spiritual well-being, coping strategies, income, alcohol use, anxiety, and depression?

Methods

Design

A cross-sectional descriptive research design was used to examine the influences of college students’ spiritual well-being, coping strategies, income, and alcohol use with negative emotion on their psychological well-being in the USA. Structured questionnaires were used to do the data collection.

Data Collection and Analysis

A convenience sample of 88 USA college students was recruited in this study including 44 (50%) nursing students and 44 (50%) business students. The mean age was 25.64 (SD = 8.02). After the researchers’ explanation, if the students were willing to participate this study, they filled out the questionnaires voluntarily.

After they completed the questionnaires, they got a pack of chocolate (about worthy \$2). It took about 20-25 minutes to complete the questionnaires. They could stop to participate this study at any time. If they did not finish the questionnaire, they would not get the pack of chocolate. The investigators collected data from the class rooms.

The analyses were conducted using the Statistic Package for the Social Sciences (SPSS) PC Version 23.0. Descriptive statistics (mean, SD, range, frequency, and percent) were used to describe the study sample. Pearson Correlations was used to examine the relationships between independent variables (spiritual well-being, coping strategies, income, alcohol use, anxiety, and depression) and dependent variables (psychological well-being). Stepwise Multiple Regression was used to examine how much of psychological well-being were predicted by spiritual well-being, coping strategies, income, alcohol use, anxiety, and depression.

Instruments

Data were collected using five instruments to measure participants’ psychological well-being, spiritual well-being, coping strategies, income, alcohol use, anxiety, and depression. All instruments were selected for their reliability and validity.

Psychological Well-Being Scale (PWBS): Participants’ psychological well-being was measured using the 18 item PWBS [10]. Six concepts (autonomy, environmental mastery, purpose in life, personal growth, positive relations with others, and self-acceptance) were assessed. Items were scored on a six point Likert-type scale ranging from (1) strongly disagree to (6) strongly agree. Higher scores indicate more positive psychological well-being. The maximum attainable score is 108, and the minimum, 18. Evidence for the validity of the scale was examined by confirmatory factor analyses [11]. In previous research internal consistency reliability for each subscale, based on a sample of 321 adults (age range 19.53 - 74.96 years), revealed a high degree of reliability for each subscale with Cronbach’s alphas ranging from 0.83 to 0.91 [10]. The Cronbach’s Alpha was 0.85 for this study (Table 1).

Spiritual Well-Being: Participants’ spiritual well-being was measured by the 21 item *Jarel Spiritual Well-Being Scale* [12]. Three concepts (Faith/belief dimension, Life/self-responsibility, and Life satisfaction/Self-actualization) were assessed by this questionnaire. The items were scored on a six point Likert-type scale ranging from (1) strongly disagree to (6) strongly agree. Higher scores indicate better spiritual well-being. The maximum total score is 126, and the minimum score is 21. Evidence for the validity and reliability of the scale were examined by Hungelmann., *et al.* 1996 [11]. The Cronbach’s alpha (internal consistency reliability) was 0.86 in this study (Table 1).

Coping strategies: Coping Strategies Inventory Short-Form (CSI-SF) [13] was used to measure college students’ coping strategies including four subscales: Problem-Focused Engagement, Problem-Focused Disengagement, Emotion-Focused Engagement, and Emotion-Focused Disengagement subscales. There were total 16 items. The items were scored on a five point Likert-type scale ranging from (1) never to (5) almost always. Higher scores of the subscale indicated the coping strategies have been used more frequently. The Cronbach’s alpha for Problem-Focused Engagement subscale was 0.86; for Problem-Focused Disengagement subscale was 0.74, for Emotion-Focused Engagement subscale was 0.56; and for Emotion-Focused Disengagement subscales was 0.53 in this study (Table 1).

Anxiety: Anxiety was measured by Hamilton Anxiety Scale [14]. There were forty-two questions. The items were scored on a five point Likert-type scale ranging from (0) Not present, (1) mild, (2) Moderate, (3) Severe, and (4) Very severe. Higher scores indicate higher level of anxiety. The maximum was 168 points, and minimum was 0 point. The Cronbach’s alpha was 0.93 in this study (Table 1).

Depression: Depression was measured by Zung Depression Scale [15]. There were twenty questions. The items were scored on a four point Likert-type scale ranging from (1) None or Little, (2) Some, (3) Good Part, and (4) Most or All. Higher scores indicate feeling more depressive. The maximum was 80 points, and minimum was 20 point. The Cronbach’s alpha was 0.81 in this study (Table 1).

Instruments	Cronbach's alpha	Total Items	Min	Max
Psychological Well-being Scale [10]	0.85	18	18	108
Jarel Spiritual Well-Being Scale [12]	0.86	21	21	126
Coping Strategies Inventory Short Form [13]				
Problem-Focused Engagement	0.86	4	4	20
Problem-Focused Disengagement	0.74	4	4	20
Emotion-Focused Engagement	0.56	4	4	20
Emotion-Focused Disengagement	0.53	4	4	20
Hamilton Anxiety Scale [14]	0.93	42	0	168
Zung Depression Scale [15]	0.81	20	20	80

Table 1: Internal Consistency Reliability of Instruments.

Results

Participants’ Characteristics

The sample for this study consisted of 88 college students from a mid-west state University with 44 (50%) students coming from the Nursing department and 44 (50%) students coming from the Business department. The participants’ mean age was 25.64 (SD = 8.02; range = 19 - 62 years) which included 29 (33%) males and 59 (67%) females. The majority of participants were white (n = 81, 92%), single (n = 57, 64.8%), married (n = 26, 29.5%), believe in Jesus Christ (n = 73, 83%), had a part time job (n = 57, 64.8%), income below \$1000 (n = 50, 56.8%) (Table 2).

Variables	n	%	M	SD
Age (Range = 19 - 62 years old)			25.64	8.02
Gender				
Male	29	33		
Female	59	67		
Major				
Nursing	44	50		
Business	44	50		
GPA			3.23	0.40
Ethnicity				
Hispanic/Latino	6	6.8		
Not Hispanic/Latino	82	93.2		
Race				
American Indian/Alaska Native	2	2.3		
White	81	92		
Black/African American	2	2.3		
Other/Multiracial	3	3.4		
Are you currently being treated for depression?				
Yes	8	9.1		
No	80	90.9		
Marriage Status				
Single (Never Married)	57	64.8		
Divorced	4	4.5		
Separated	0	0		
Widowed	1	1.1		
Married	26	29.5		
Religion				
Not Religious	9	10.2		
Buddhist	0	0		
Jewish	0	0		
Believe in Jesus Christ	73	83		
Taoism	0	0		
Islam	0	0		
Other	6	6.8		
How much do you work?				
Full time	17	19.3		
Part time	57	4.8		
Retired	0	0		
Unemployed	13	14.8		
Your Monthly Income is				
below \$ 1,000	50	56.8		
\$1,000 - 1,999	19	21.6		
\$2,000 - 2,999	5	5.7		
\$ 3,000 - 3,999	5	5.7		
\$ 4,000 - 4,999	3	3.4		
\$5,000 - 5,999	3	3.4		
\$ Above \$ 7,000	3	3.4		

Table 2: Demographic Descriptive Data (N = 88).

Major Variable Description

College students' scores on Psychological Well-being ranged from 47 to 107. Overall study participants expressed medium high levels of Psychological Well-being ($M = 86.98, SD = 10.54$) (Table 3). College students' scores on Spiritual Well-being ranged from 56 to 123. Overall study participants expressed high levels of Spiritual Well-being ($M = 102.85, SD = 12.37$). Overall study participants expressed medium high levels of Coping Strategies including Problem-Focused Engagement ($M = 13.47, SD = 3.44$; Range = 4 - 20), Problem-Focused Disengagement ($M = 15.15, SD = 2.53$; Range = 6-20), Emotion-Focused Engagement ($M = 11.06, SD = 2.52$; Range = 4 - 17), and Emotion-Focused Disengagement ($M = 12.10, SD = 2.41$; Range = 7 - 19). College students' scores on Anxiety ranged from 5 to 90. Overall study participants expressed low levels of Anxiety ($M = 32.31, SD = 19.89$). College students' scores on Depression ranged from 20 to 56. Overall study participants expressed medium high levels of Depression ($M = 36.18, SD = 7.79$) (Table 3). College students' scores on Using Alcohol because of negative emotion (for example: feel nervous, scared, sad, depressed, discouraged, or angry) ranged from 3 to 12. Overall study participants expressed low levels of Using Alcohol because of negative emotion ($M = 4.03, SD = 1.59$) (Table 3).

Variables	M	SD	Min	Max
PWB	86.98	10.54	47	107
SWB	102.85	12.37	56	123
Problem-Focused Engagement	13.47	3.44	4	20
Problem-Focused Disengagement	15.15	2.53	6	20
Emotion-Focused Engagement	11.06	2.52	4	17
Emotion-Focused Disengagement	12.10	2.41	7	19
Anxiety	32.31	19.89	5	90
Depression	36.18	7.79	20	56
Alcohol use	4.03	1.59	3	12

Table 3: Major Variable Descriptive Data (N = 88).

The Relationships between Psychological well-being and Major Variables

According to table 4 Pearson Correlations, the following variables had statistically significant positive relationships with psychological well-being: spiritual well-being ($r = 0.66, p \leq 0.001$), problem-focused engagement coping ($r = 0.23, p \leq 0.05$), and problem-focused disengagement coping ($r = 0.59, p \leq 0.001$). College students who had higher scores of spiritual well-being, using problem-focused engagement coping, and using problem-focused disengagement coping had higher scores of psychological well-being.

The following variables had statistically significant reverse relationships with psychological well-being: emotion-focused engagement coping ($r = -0.42, p \leq 0.001$), emotion-focused disengagement coping ($r = -0.34, p \leq 0.001$), anxiety ($r = -0.27, p \leq 0.01$), and depression ($r = -0.51, p \leq 0.001$). College students who had higher scores of anxiety, depression, using emotion-focused engagement coping, and using emotion-focused disengagement coping had lower scores of psychological well-being.

Although income and alcohol use because of negative emotion had no significant relationships with psychological well-being. Income had statistically significant positive relationships with anxiety ($r = 0.21, p \leq 0.05$) and depression ($r = 0.24, p \leq 0.05$). Alcohol use because of negative emotion had a statistically significant positive relationship with anxiety ($r = 0.3, p \leq 0.01$) and a reverse relationship with spiritual well-being ($r = -0.25, p \leq 0.05$). College students who had higher income had higher anxiety and depression. This may be related to time limitation. If students had to spend more time in work, they had less time to study and it could be a stressor of their anxiety and depression. College students who had higher scores in using alcohol because of negative emotion had higher level of anxiety and lower level of spiritual well-being.

	Income	PWB	SWB	PFE	PFD	EFE	EFD	Anxiety	Depression	Alcohol
Income	1.00									
PWB	-.03	1.00								
SWB	.03	.66***	1.00							
PFE	-.04	.23*	.39***	1.00						
PFD	.01	.59***	.57***	.44***	1.00					
EFE	.10	-.42***	-.20	.09	-.25*	1.00				
EFD	.14	-.34***	-.24*	-.11	-.15	.30**	1.00			
Anxiety	.21*	-.27**	-.23*	-.02	-.14	.36***	.46***	1.00		
Depression	.24*	-.51***	-.32**	-.03	-.35***	.34***	.37***	.62***	1.00	
Alcohol	.03	-.03	-.25*	-.01	-.076	.10	.14	.30**	.107	1.00

Table 4: Pearson Correlations (r) between Major Variables (N = 88)

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ (2 tailed)

PWB: Psychological Well-being; SWB: Spiritual Well-being; PFE: Problem-Focused Engagement; PFD: Problem-Focused Disengagement; EFE: Emotion-Focused Engagement; EFD: Emotion-Focused Disengagement

Predictors of College Students’ Psychological Well-being

Stepwise Multiple Regression was used to analyze how much of psychological well-being was predicted by the SWB, Coping Strategies, Anxiety, and Depression. As shown in table 5, the model variables accounted for 61.2% of the psychological well-being variance. Higher scores of SWB ($\beta = 0.424, p \leq .001$) and higher scores of PFD ($\beta = 0.219, p \leq .05$) were found to predict significantly greater psychological well-being. Lower scores of Depression ($\beta = -0.226, p \leq .01$) and lower scores of EFE ($\beta = -0.206, p \leq .01$) were found to predict significantly greater psychological well-being (Table 5).

Predictors	β	t
SWB	0.424***	5.035
Depression	-0.226**	-2.937
EFE	-0.206**	-2.807
PFD	0.219*	2.566
$R^2 = 0.612$		
$F (df= 4, 83) = 32.77***$		

Table 5: Stepwise of Multiple Regression of Psychological Well-being.

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ (2 tailed)

Discussion

The Relationships between Spiritual Well-being and Psychological Well-being

In this study, spiritual well-being had a statistically significant positive relationship with psychological well-being. College students who had higher scores of spiritual well-being had higher level of psychological well-being. The results are similar to the study of Yeh and Chiao’s study in 2015 among USA college students [6,7]. Yeh and Chiao indicated that anxiety has statistical significant reverse relationships with total scores of the spiritual well-being ($r = -0.262, p \leq 0.001$), faith/belief ($r = -0.166, p \leq 0.01$), life/self responsibility ($r = -0.259, p \leq 0.001$), and life Satisfaction/self-actulization ($r = -0.175, p \leq 0.001$) [6,7]. Increasing the total scores of the Spiritual well-being and its three subscales, college students had lower level of anxiety [6,7]. The possible reason of this result was that spiritual well-being played an important role of coping mechanism to resolve the stressors. Spirituality provides a way to understand the meaning of life when face difficult circumstances [6,7]. While religiosity provides people with a belief in a superpower that ultimate control over life’s uncertainties [16,17,18].

The Relationships between Coping Strategies and Psychological Well-being

In this study, problem-focused engagement coping ($r = 0.23, p \leq 0.05$) and problem-focused disengagement coping ($r = 0.59, p \leq 0.001$) had statistically significant positive relationships with psychological well-being. College students who had higher scores of using problem-focused engagement coping and using problem-focused disengagement coping had higher scores of psychological well-being. The questions of problem-focused engagement coping strategies include 1. I try to let my emotions out. 2. I try to talk about it with a friend or family. 3. I let my feeling out to reduce the stress. 4. I ask a close friend or relative that I respect for help or advice [13]. According to these questions, people can find a way or a friend to help their negative emotions out that helps people to have a good psychological well-being. The questions of problem-focused disengagement coping strategies include 1. I make a plan of action and follow it. 2. I look for silver lining or try to look on the bright side of things. 3. I tackle the problem head on. 4. I step back from the situation and try to put things into perspective [13]. According to these questions, people can make a plan ahead and have a positive thinking process that helps people have a good psychological well-being.

According to table 4, emotion-focused engagement coping ($r = -0.42, p \leq 0.001$), emotion-focused disengagement coping ($r = -0.34, p \leq 0.001$), had statistically significant reverse relationships with psychological well-being. College students who had higher scores of using emotion-focused engagement coping and using emotion-focused disengagement coping had lower scores of psychological well-being. The questions of emotion-focused engagement coping strategies include 1. I hope the problem will take care of itself. 2. I try to put the problem out of my mind. 3. I hope for a miracle. 4. I try not to think about the problem [13]. According to these questions, people try to ignore their problems that decrease their psychological well-being. The questions of emotion-focused disengagement coping strategies include 1. I try to spend time alone. 2. I tend to blame myself. 3. I tend to criticize myself. 4. I keep my thoughts and feelings to myself [13]. According to these questions, people blame or criticize themselves that also decrease their psychological well-being.

The results of this study are similar to the following studies. Carnicer and Calderón (2014) indicated that college students who used avoidance coping strategies had high risk of exhibiting psychological distress. Psychological distress had a significant positive correlation with emotional discharge, cognitive avoidance, seeking alternative rewards and acceptance/resignation; and negative correlation with problem solving [19].

Mir and Naz (2017) examined the relationship between spousal psychological violence, coping strategies and psychological well-being in married women. Their results indicated that active focused coping strategies ($r = 0.21, p < 0.01$) and active distracting coping strategies ($r = 0.16, p < 0.05$) have a positive relationship with psychological well-being [20]. Avoidance focused coping strategy ($r = -0.31, p < 0.001$) has a negative relationship with psychological well-being [20].

Yeh and Chiao (2013) also indicated that the scores of college students’ psychological well-being had positive significant relationships with the scores of Problem-Focused Engagement and Problem-Focused Disengagement, but psychological well-being had significant reversed relationships with Emotion-Focused Engagement, and Emotion-Focused Disengagement. Problem-Focused Engagement, Problem-Focused Disengagement, and Emotion-Focused Disengagement were significant predictors for both psychological well-being and suicidal ideation [3]. In general, the positive, active, cognitive, and problem focus coping strategies had positive effects to decrease anxiety, depression, improve quality of life and increase psychological well-being. The emotional coping and avoidant coping strategies increased anxiety, depression, and suicidal ideation [16,21].

The Relationships among Income, Alcohol use, Anxiety, Depression, and Psychological Well-being

In this study, anxiety ($r = -0.27, p \leq 0.01$) and depression ($r = -0.51, p \leq 0.001$) had statistically significant reverse relationships with psychological well-being. College students who had higher scores of anxiety and depression had lower scores of psychological well-being. The results in this study are similar to Yeh and Chiao's study in 2015. Yeh and Chiao (2015) indicated that the following variables had statistical significant negative relationships with Anxiety included Spiritual well-being ($r = -0.262, p \leq 0.001$), Positive Parental Rearing Attitude including Inductive Reasoning ($r = -0.16, p \leq 0.01$), Communication ($r = -0.154, p \leq 0.01$), and Involvement ($r = -0.132, p \leq 0.05$) [6,7]. They also indicated that the following variables had statistical significant positive relationships with Anxiety included Negative Parental Rearing Attitude ($r = 0.22, p \leq 0.001$), Inconsistent Discipline ($r = 0.18, p \leq 0.001$) and Harsh Discipline ($r = 0.163, p \leq 0.01$) [6,7]. Coping strategies including Problem Focused Disengagement ($r = -0.316, p \leq 0.001$), Emotion Focused Engagement ($r = 0.29, p \leq 0.001$), and Emotion Focused Disengagement ($r = 0.304, p \leq 0.001$) had significant relationships with college students' anxiety [6,7]. Same as Anxiety, Depression had significant relationships with those variables [6,7].

Depression also had a significant relationship with Positive Parental Rearing Attitude ($r = -0.164, p \leq 0.01$) [6,7]. Therefore, college students' anxiety and depression are associated with their parents' rearing attitude and their coping strategies and also influence their psychological well-being [22].

In this study, although income and alcohol use because of negative emotion had no significant relationships with psychological well-being. Income had statistically significant positive relationships with anxiety ($r = 0.21, p \leq 0.05$) and depression ($r = 0.24, p \leq 0.05$). Alcohol use because of negative emotion had a statistically significant positive relationship with anxiety ($r = 0.3, p \leq 0.01$) and a reverse relationship with spiritual well-being ($r = -0.25, p \leq 0.05$). College students who had higher income had higher anxiety and depression. This may be related to time limitation. If students had to spend more time in work, they had less time to study and it could be a stressor of their anxiety and depression [23]. College students who had higher scores in using alcohol because of negative emotion (including worry, scared, sad, or angry) had higher level of anxiety and lower level of spiritual well-being. Therefore, increasing college students' spiritual well-being could be a way to decrease college students using alcohol because of negative emotion [24].

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Conflict of Interest

No conflict of interest has been declared by the author(s).

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