

**INTRAPERSONAL FACTORS AFFECTING
THE SUBJECTIVE WELL-BEING OF STUDENT YOUTH**

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Abstract

The article explores various approaches to understanding the concept of subjective well-being and examines the factors that contribute to achieving a state of well-being. It also discusses the relationship between intrapersonal resources and human traits such as resilience, worldview, self-control, and meaning, and how they impact life satisfaction. Lastly, the article provides methodological recommendations for enhancing the level of subjective well-being by tapping into students' internal resources.

Keywords: *subjective well-being, hedonistic and eudemonic approach, intrapsychological factors, resilience, meaning of life, worldview, dispositional optimism, volitional self-control.*

1. Problem statement

Modern society is increasingly prioritizing its psychological well-being, with a growing interest in achieving happiness and life satisfaction. As a result, the concept of subjective well-being has garnered attention from both scholars and ordinary individuals. This is evident through the rising popularity of psychological literature, the availability of positive functioning training, and a higher level of psychological awareness compared to a decade ago. Nowadays, many people are familiar with concepts such as emotional burnout syndrome and occupational

deformation, and they devote more time to their well-being and self-improvement while striving to balance work and leisure.

This paper aims to explore how intrapsychological resources and human characteristics can impact an individual's subjective well-being. Subjective well-being is a multi-dimensional concept that encompasses both cognitive and emotional evaluations of one's own life. It includes a range of emotions, from lower-activity feelings like calmness and satisfaction to more active emotions like excitement and delight (Diener, 1995). It is possible for a person to feel unhappy even if there are no apparent mental or physical health issues. Therefore, our research is focused on studying the internal factors that contribute to one's well-being. Individuals who experience high levels of subjective well-being tend to feel better and function more efficiently than those who are frequently stressed or depressed. Therefore, cultivating subjective well-being is beneficial both for the individual and for their immediate social environment.

2. Analysis of literature and publications on the research topic

The concept of "psychological well-being" was introduced in N. Bradburn's book "The Structure of Psychological Well-being". In this work, Bradburn explored the content and components of this phenomenon (Bradburn, 1969). The study of subjective well-being led to the identification of two main approaches to the investigation of this phenomenon - hedonic and eudemonic.

The hedonistic approach is based on the philosophies of Aristippus and Epicurus. To define psychological well-being, N. Bradburn suggests using indicators that reflect the state of happiness or unhappiness. According to this approach, worries and disagreements lead to negative feelings, while pleasant experiences and impressions lead to positive ones (Watson, 1988). E. Diener expanded upon the two-component model proposed by his predecessor and developed it into a triad. According to this concept, subjective well-being is considered a combination of experiencing positive emotions, low levels of unpleasant emotions, and high levels of life satisfaction (Diener, 1995).

The concept of eudemonic well-being is centered on personal growth being the primary and essential element of well-being. This growth is determined by how fully a person realizes their potential. Psychologists theorize that feeling subjectively well is a result of functioning at an optimal level and realizing one's creative potential, inherent talents, and abilities (Lent, 2004). C. Ryff's model of well-being is based on Aristotle's Nicomachean ethics, according to

which "the purpose of life is not to feel good, but to live virtuously" (Ryff, 2008). It includes the following components: self-acceptance, personal growth, purpose in life, positive relationships with others, environmental management, and autonomy. Ryan and Deci's self-determination model is based on the concept of basic human needs, which includes competence, autonomy (self-determination), and relationships with other people. The satisfaction of needs is directly related to the current social context: if the environment is conducive to their satisfaction, it increases the level of well-being and vitality of a person, otherwise, the level of well-being decreases (Deci, 2001).

The level of satisfaction that one experiences with oneself and their life is determined by a complex interplay of various factors. These factors include biological, genetic, social, cultural, political, and psychological factors. Internal factors are related to a person's psychological well-being. Generally, we can talk about the coherence of mental processes and functions, a sense of integrity, and internal equilibrium. Depending on one's life goals, value system, and level of aspiration, they are concerned with realizing their potential and achieving self-actualization (Yakovenko, 2021).

The biological basis of subjective well-being is physical and mental health. After all, "health is a condition characterized not only by the absence of disease or physical defects but also by complete physical, spiritual and social well-being" (Yavorska, 2014). According to L. Kulikov, good physical health, physical tone, and bodily comfort that satisfy the individual are necessary for the physical dimension of well-being (Yavorska, 2014). The absence of diseases allows a person to feel free in his or her own body and not limit the choice of activities. Vodopyanova N. E. considers subjective well-being as a direct reflection of the connections between the mental and physical spheres (Vodopyanova, 2005).

In the field of cognitive-behavioral therapy, it is important to focus on self-knowledge, awareness, and recognizing harmful attitudes. It is also crucial to change one's behavior in a way that is productive for their current life situation. In the emotional and volitional aspect, it is necessary to identify negative emotions and increase sensitivity towards positive experiences and sensations. It is also important to acknowledge and respond to one's own emotions. The personal-semantic aspect consists of formulating life goals and taking responsibility for one's actions (Kargina, 2018).

According to Frankl, a person's existential experiences and the search for meaning are key to achieving well-being. Since the concept of well-being is purely individual, understanding its meaning is something that every person strives for throughout his or her life.

A state of satisfaction is achieved as a person seeks to find answers to complex questions in his or her life, such as death, freedom, isolation, identity, and happiness (Vodopyanova, 2005). C. Ryff believes that everyone can achieve a state of well-being, regardless of external conditions, and therefore attaches key importance to internal factors (Ryff, 2008). Also, scientists identify such determinants as extraversion, optimistic attribution style, and emotional stability (Serdyuk, 2017).

3. The purpose of the article is to theoretically substantiate and empirically investigate the relationship between certain intrapersonal properties and the overall level of subjective well-being.

4. Presentation of the main material

In this paper, we aim to investigate the relationship between the overall level of subjective well-being and its intra-psychological factors, which are represented by certain personal characteristics and resources. Specifically, for this work, we chose an optimistic/pessimistic attitude to life, volitional control, and resilience. The following methods were used: C. Ryff's Psychological Well-Being Scale, the Dispositional Optimism Test (LOT-R) in the adaptation of O. Sychev, the Volitional Self-Control Questionnaire, and the Muddy Test of Resilience. The study involved students in the 2nd-5th years of study at the National University of Kyiv-Mohyla Academy. The sample size is 50 people, aged 18 to 22. Of these, 19% are men and 81% are women.

Based on the **results of our study**, the following conclusions can be drawn. Most students (64%) are characterized by an average overall level of well-being, with high and low levels in equal proportions (18% each) accounting for the rest of the respondents. The average indicator of well-being corresponds to 5.7 points out of 10 on the scale. The data does not depend on age or gender. The results differ for the individual scales of the C. Ryff methodology for determining psychological well-being. Students have the highest average scores on the Personal Growth (7.1) and Positive Relationships (6.1) scales. Thus, for young people, the feeling that their personality is changing and transforming for the better is key to achieving subjective well-being. Only 8% said they did not see such changes in themselves or did not consider them important. A high level of personal growth is characteristic of all respondents who consider themselves psychologically well-adjusted.

Positive relationships with other people ranked second in the measurement of subjective well-being for boys and girls. More than half (55%) of people with a high level of well-being also report having warm contact with others, the ability to empathize, the ability to find compromises, and the desire to care about others.

On the Self-Acceptance scale, students demonstrate an average score of 5.8 points. Also, for those 78% of people who have high scores on well-being, the results are accompanied by high scores on this scale. They are characterized by a positive attitude toward themselves and acceptance of their strengths and shortcomings. Past experiences are also rated as positive. It is worth noting that self-acceptance is closely related to optimism as a specific worldview. The expectation that life will bring positive and enjoyable experiences implies a certain self-attitude. This scale has a positive correlation with the Positive Expectations scale of the Dispositional Optimism Test, which corresponds to a Pearson's coefficient of 0.7. Thus, optimism helps people to treat themselves with favor, and this attitude has a significant impact on overall life satisfaction. As one might expect, 78% of psychologically disadvantaged people, on the contrary, have a low level of self-acceptance.

The lowest average score was recorded for the Environmental Management scale (4.5). This scale determines the sense of self-competence in life's affairs, managing circumstances, and satisfying one's own life needs and values. Absolutely all students with a low level of well-being report a lack of such competencies. They are characterized by a sense of powerlessness and inability to change the situation around them. It is worth noting that 100% of people who consider themselves disadvantaged also have a critically low index of volitional self-regulation, according to the methodology of the *Volitional Self-Control Questionnaire*. It can be concluded that the inability to have control over life or the lack of belief that an individual can influence the course of his or her life always leads to a sense of unhappiness and dissatisfaction with one's own life - that is, a low level of subjective well-being.

The average score on the Autonomy scale is higher than on the Environmental Management scale. Interestingly, the study involved students in the 2nd-5th years of study, but there is no correlation between age and autonomy. In C. Ryff's questionnaire, autonomy is understood as independence, and regulation of behavior following one's expectations. It is also the ability to overcome the pressure of the social environment and to evaluate oneself by one's standards. These characteristics are inherent in 78% of students who have a high level of subjective well-being. As for those who do not consider themselves satisfied with their lives, 55% are also characterized by worrying about the opinions and expectations of others and

focusing on them when making decisions. These qualities correspond to a low level of autonomy.

The scores on the Goals in Life scale correspond to the same average as in the previous scale described above. The presence of goals and meaningfulness in life is typical for 67% of adolescents who consider themselves psychologically well-adjusted. They also tend to have certain beliefs that give meaning to both the past and the present. People who consider themselves dissatisfied with life, on the other hand, do not have such beliefs. 89% of them are characterized by low values on the scale, indicating a lack of goals in life. Past and current experiences are not meaningful, they just exist. Also, there are no important life beliefs that allow them to build goals and achieve them.

According to the *Volitional Self-Control Questionnaire*, 38% of students have highly developed self-regulation. The average level is observed in 28% and low in 34% of boys and girls, respectively. The complex of perseverance and self-control form the core of volitional self-regulation, which, in turn, has a great impact on the subjective well-being of the individual. The better a person can control his or her actions, thoughts, and intentions, the higher the level of well-being. Pearson's correlation coefficient is 0.7 and indicates a high level of connection between these concepts.

The results of the Dispositional Optimism Test revealed that 14% of students are optimists, 16% are pessimists, but the majority (70%) are neutral, occupying an intermediate position between the two poles. Expectations of good events are more than three times more common among boys and girls than expectations of bad events. The average score on the Positive Expectations scale is 11.5 out of a maximum of 16, while the average score on the Negative Expectations scale is only 3.4 out of a maximum of 16. That is, students may not expect many pleasant things from life and therefore do not score high on the optimism scale. But most of them also don't think that the future will bring a lot of pain, failure, or disappointment. For many, the intermediate results are more likely due to the low severity of any expectations in general. Optimism is one of the factors that determine a person's subjective well-being. The choice of life orientation can change the way a person perceives events, regardless of how they are. The higher the level of optimism, the higher the well-being of the individual. This is evidenced by the Pearson correlation coefficient between the overall results of the respective methods (Optimism Scale and Psychological Well-Being) of 0.7, which indicates a strong connection between the two phenomena.

Resilience has the highest impact on individual well-being among all the internal factors we have examined. The Pearson correlation coefficient between the total score of the Muddy Resilience Test and the C. Ryff Psychological Well-Being Scale is 0.8, which indicates a strong relationship. When it comes to the individual scales of these methods, control, and involvement (0.8) and risk-taking (0.7) have the highest impact on the presence of goals in life. Also, control has a significant impact (0.8) on environmental management, and the other two scales are also interrelated with this aspect of well-being (0.7). Control also plays an important role in personal growth (0.7). All components have an equal impact on self-acceptance (0.7). The least influential dimensions of resilience are positive relationships with others and autonomy.

The following table presents the results of a correlation analysis that examines the relationship between different dimensions of well-being and intrapersonal psychological properties of an individual. The analysis indicates that resilience, optimism, and volitional self-regulation are significantly associated with all psychological well-being scales, except for positive relationships and autonomy.

Pearson correlation coefficient	Positive relationships	Autonomy	Environmental management	Personal growth	Goals in life	Self-acceptance
Optimism	0,3	0,2	0,7	0,6	0,7	0,7
Involvement	0,2	0,2	0,7	0,6	0,8	0,7
Control	0,3	0,4	0,8	0,7	0,8	0,7
Risk acceptance	0,4	0,3	0,7	0,6	0,7	0,7
Perseverance	0,3	0,4	0,7	0,6	0,6	0,7
Self-control	0,3	0,3	0,6	0,5	0,4	0,6

Table 1: Correlation analysis

Thus, the research hypothesis was confirmed, and there is a high positive correlation between subjective well-being and resilience, optimism, and volitional control.

According to the results of the study, we paid special attention to the fact that 18% of students do not feel the happiness and satisfaction with life that they could have. The level of

a person's subjective well-being indirectly affects their health and life expectancy. People who experience positive emotions and have an optimistic attitude toward life are more desirable in society. They also function more effectively than those who are prone to anxiety or depression. Some of the factors of well-being are not subject to internal control or are difficult to implement. However, there are internal resources that can be developed to help us feel happier and more satisfied with our lives. The following practical recommendations can be given to students (Borodovitsyna, 2020):

- Analyse and reflect on life events, realizing that not all things are beyond a person's control and that this is normal. Do not just suppress negative emotions, as this will increase anxiety and stress, but process and release them, using the ABC formula.
- Finish what you have started and develop self-regulation.
- Separate study and free time, and which is especially important for distance learning at home, separate a work area and a rest area.
- Follow a healthy diet, do not overeat or skip meals.
- Perform daily physical activity, do not sit in one position for more than 1.5 hours, and take care of your posture. Walk in the fresh air.
- Limit communication with people who are always in a bad mood and have a toxic effect on others. Communicate more often with people you like, family, friends, classmates.
- Identify an interesting and enjoyable activity for yourself and find time for a hobby, as it contributes to the emergence of positive emotions.

Conclusions

The main theoretical approaches to the definition of subjective well-being are analyzed. Subjective well-being is a complex of cognitive and affective assessments of an individual's own life. There are two main approaches to defining this phenomenon. In the hedonistic approach, the main criterion for subjective well-being is the experience of happiness and satisfaction in an individual's life. The main idea of eudemonic well-being is that personal growth is the main and necessary aspect of well-being, which is determined by the fullness of human self-realization.

The factors of subjective well-being are analyzed. It is influenced by a complex of various determinants - biological, genetic, social, cultural, political, and psychological. The role of internal resources of the individual is theoretically substantiated. Such individual

characteristics as an optimistic outlook, the presence of meaning, resilience, and self-control can increase its level even under unfavorable external conditions. An average level of subjective well-being characterizes students. The most developed component of well-being is personal growth. It is followed by positive relationships with others. The worst developed is environmental management.

Among the internal factors of subjective well-being that were considered, the largest percentage of students scored high in volitional self-regulation. Self-control has a significant impact on the subjective well-being of the individual. Most students have an average level of dispositional optimism. Expectations of good events are three times more common than expectations of bad events. There is a correlation between optimism and well-being.

Resilience is a hard-to-reach resource compared to the other two factors of subjective well-being. At the same time, it has the most significant impact on it. Only 10% of the sample has high scores, while low scores are four times more common. The correlation coefficient between well-being and resilience is higher than for self-control or optimism.

Taken together, the above factors have the greatest impact on such individual dimensions of well-being as environmental management, life goals, and self-acceptance. At the same time, positive relationships with others and autonomy are weakly influenced by them.

A set of methodological recommendations for improving the level of subjective well-being of students is provided.

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