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RESOURCE CORRELATIONS OF SUBJECTIVE PERSONAL WELL-BEING OF STUDENTS IN CONDITIONS OF UNCERTAINTY

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Authors' contribution: A - research design; B - data collection; C - statistical analysis; D - manuscript preparation.

The relevance of the research is determined by the age characteristics and modern situational characteristics of the personality development of students, which are marked by intense psychological changes associated with the need and ability to make one's own choices in various modes of life for effective adaptation, which creates risks for the loss of internal balance and subjective well-being on the individual's life path. It is known that subjective well-being is largely determined by the level of an individual's internal resources, but the role of cognitive, emotional-regulatory, motivational and social-behavioral resources of psychological

immunity and Purpose-in-Life *orientations of the individual as factors of subjective psychological well-being remains insufficiently studied.*

The Aim of the study is to determine the relationship between the parameters of subjective well-being and the Purpose-in-Life *orientations and components of the psychological immunity of the students' personality.*

Methods. Modified scale of subjective well-being BBC-SWB (adapted by L. Karamushka, O. Kredentser and K. Tereshchenko), "Methodology of diagnosis of Purpose-in-Life *orientations" (J. Krambo, L. Makholyk), adapted version of the "Psychological immunity" method (T. Khomulenko, I. Kyslova, I. Bubyr). 60 students of Ukrainian universities aged 19-21 participated in the study.*

Results. The levels of subjective well-being of students are characterized. Correlations of parameters of subjective well-being with indicators of Purpose-in-Life *orientations were revealed. Interrelationships between the parameters of subjective well-being and the components of psychological immunity of the students' personality have been established.*

Conclusions. The central role of cognitive, emotional-regulatory, motivational and social-behavioral resources, as well as the Purpose-in-Life *in preserving the psychological stability of students' personalities in crisis conditions is shown. Significant relationships were established between* Purpose-in-Life *orientations and components of subjective well-being, the strongest of which are the locus of control of one's own "I" and orientation to the life process. It was found that psychological immunity is an important factor in maintaining the subjective psychological well-being of students, as most of its components are positively related to indicators of psychological, physical and social well-being, as well as to the integral level of subjective quality of life. The strongest constructive effect was demonstrated by positive thinking, emotional regulation, self-acceptance,* Purpose-in-Life *orientation, and resilience, which testifies to the leading role of personal resources in the formation of the internal stability of the individual and subjective life satisfaction.*

Keywords: *subjective well-being, psychological well-being, personality resources,* Purpose-in-Life *orientations, psychological immunity, personality, life path, student age.*

Ресурсні кореляти суб'єктивного благополуччя особистості студентів в умовах невизначеності

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Актуальність. Актуальність дослідження зумовлена віковими особливостями та сучасними ситуативними характеристиками розвитку особистості студентів, що відзначаються інтенсивними психологічними змінами, пов'язаними із необхідністю та здатністю здійснення власного вибору в різних модусах життєдіяльності для ефективної адаптації, що створює ризики для втрати внутрішньої рівноваги та суб'єктивного благополуччя на життєвому шляху особистості. Відомо, що суб'єктивне благополуччя значною мірою визначається рівнем внутрішніх ресурсів особистості, але роль когнітивних, емоційно-регуляторних, мотиваційних та соціально-поведінкових ресурсів психологічного імунітету та смисложиттєвих орієнтацій особистості як чинників суб'єктивного психологічного благополуччя залишається недостатньо вивченою.

Мета дослідження полягає у визначенні взаємозв'язків параметрів суб'єктивного благополуччя із смисло-життєвими орієнтаціями та компонентами психологічного імунітету особистості студентів.

Методи. модифікована шкала суб'єктивного благополуччя BBC-SWB (адаптована Л. Карамушкою, О. Креденцер та К. Терещенко), «Методика діагностики смисло-життєвих орієнтацій» (Дж. Крамбо, Л. Махолик), адаптована версія методики «Психологічний імунітет» (Т. Хомуленко, І. Кислова, І. Бубир). У дослідженні брали участь 60 студентів українських ВНЗ у віці 19-21 рік.

Результати. Охарактеризовано рівні суб'єктивного благополуччя студентів. Виявлено кореляції парамертів суб'єктивного благополуччя із показниками смисложиттєвих орієнтацій.

Встановлено взаємозв'язки параметрів суб'єктивного благополуччя із компонентами психологічного імунітету особистості студентів.

Висновки. Показано центральну роль когнітивних, емоційно-регуляторних, мотиваційних та соціально-поведінкових ресурсів, а також осмисленості життя у збереженні психологічної стабільності особистості студентів в кризових умовах. Встановлено значущі взаємозв'язкі між смисложиттєвими орієнтаціями та складовими суб'єктивного благополуччя, найсильнішими з яких є локус контролю власного «Я» та орієнтація на процес життя. Виявлено, що психологічний імунітет є вагомим чинником підтримання суб'єктивного психологічного благополуччя студентів, оскільки більшість його компонентів позитивно пов'язана з показниками психологічного, фізичного та соціального благополуччя, а також із інтегральним рівнем суб'єктивної якості життя. Найсильнішу конструктивну дію продемонстрували позитивне мислення, емоційна регуляція, самоприйняття, смислова спрямованість та життєстійкість, що свідчить про провідну роль особистісних ресурсів у формуванні внутрішньої стабільності особистості та суб'єктивної задоволеності життям.

Ключові слова: *суб'єктивне благополуччя, психологічне благополуччя, ресурси особистості, смисложиттєві орієнтації, психологічний імунітет, особистість, життєвий шлях, студентський вік.*

Introduction. Modern research in psychology is characterized by significant scientific interest in positive aspects of human life, in particular, various aspects of subjective psychological well-being, positive functioning and life satisfaction, in particular in crisis conditions. The student period of personality development is characterized by intense psychological changes, the search for one's own identity and the formation of life guidelines. It is during this sensitive period that psychological autonomy is established, which determines the need and ability to make one's own choice of further life path in various modes of life, independent decision-making, search for the meaning of life, building one's own life strategies and adaptation to the changing conditions of the social environment, which creates risks for the loss of internal balance and subjective well-being on the individual's life path. Thus, in the research of

T. Tytarenko (2018), attention is focused on the importance of psychological well-being and the internal factors of its achievement. As research shows (B. Pakhol, 2017; V. Bochelyuk, O. Kryzhanovskyi, 2020; L. Serdyuk, 2021, etc.), subjective well-being is largely determined by the level of an individual's internal resources. Purpose-in-Life orientations can be considered one of such resources, since it is a key psychological component that determines the goals, direction and meaningfulness of human existence. Meanings (senses, purposes) are a powerful resource: they mobilize psychological forces, help overcome crises and provide energy for self-realization. The formation of stable orientations allows turning life challenges into opportunities for development, making human activity purposeful and creative regardless of external circumstances. Another important resource is psychological immunity, which provides an individual's ability to resist stressors, neutralize their negative consequences, and maintain internal balance (A. Olakh, 2004). The concept of psychological immunity appears as a holistic resource-oriented model that defines psychological immunity as an integrative system of internal resources that combines cognitive, emotional-regulatory, motivational and social-behavioral resources of an individual (A. Olakh, 2004; Ratinska O. M., Kostyushko I. V., 2021; T. Khomulenko, I. Kislova, I. Bubir, 2022; V. Khomych, G. Khomych, 2022). Despite a significant number of studies, the role of internal resources of the individual, in particular, Purpose-in-Life orientations and psychological immunity as factors of subjective psychological well-being remains insufficiently studied.

The **Aim** of the study is to determine the relationship between the parameters of subjective well-being and the Purpose-in-Life orientations and components of the psychological immunity of the students' personality.

Research methods and sample. Psychodiagnosis of indicators of subjective psychological well-being of an individual was carried out according to the modified scale of subjective well-being BBC-SWB (adapted by L. Karamushka, O. Kredenzer and K. Tereshchenko, 2023), which allows to study well-being, covering

psychological, physical and social aspects of life and integrating them into a general indicator of subjective quality of life, which summarizes psychological well-being, physical condition and the nature of social relations. In order to identify the valuable and meaningful resources of the students' personality, the "Methodology of the diagnosis of Purpose-in-Life orientations" (J. Krambo, L. Maholik) was used, which is aimed at researching a person's ideas about the meaninfulness of life, the presence of goals in the future, interest in the life process, satisfaction with self-realization and the level of control over one's own life. An adapted version of the "Psychological Immunity" method (T. Khomulenko, I. Kyslova, I. Bubyr) was used to evaluate the integrated system of personal resources. Structurally, the method includes fourteen scales, each of which reflects a separate resource of psychological immunity. 60 students of Ukrainian higher education institutions aged 19-22, who are characterized by a similar socio-economic status and are in similar socio-psychological conditions of life and study, participated in the study.

The results. Indicators of the levels of the integral indicator of subjective well-being are presented in Table 1.

Table 1

Distribution of levels of general subjective well-being of students

Level	Frequency(%)
Low	36,7%
Medium	43,3%
High	20,0%
$\chi^2_{емп}$	5,2*

Note: * - p< 0,05.

According to the results of diagnosing the level of psychological well-being, an uneven distribution was obtained, according to which a high level of well-being was found in only 20.0% of the sample, which indicates the ability of a fifth of the subjects to maintain a positive mood, cheerfulness and a sense of fullness of life even in adverse conditions. The average level was

diagnosed in the largest part of the sample (43.3%), which indicates the situational nature of positive emotions, periodic mood swings and a partial ability to maintain psychological balance. A low level of well-being was recorded in 36.7% of students, which is manifested in low mood, a feeling of constant fatigue, difficulties with restoring energy and general dissatisfaction with the quality of life. For a deeper understanding of the relationships between the parameters of the subjects' subjective well-being and its meaningful and resource factors, a correlation analysis was conducted. Thus, according to the results of the correlation analysis, positive relationships between the parameters of Purpose-in-Life orientations and the integral indicator of subjective well-being were revealed (Table 2).

Table 2

Correlations between indicators of Purpose-in-Life orientations and subjective well-being of students

Components of Purpose-in-Life orientations	Indicators of subjective well-being			
	Psychological well-being	Physical health and well-being	Social relations	Integral indicator of well-being
Purpose-in-Life	0,49*	0,47**	0,37*	0,46*
Process of Life	0,67*	0,45**	0,33*	0,64*
Results of Life	0,61*	0,36*	0,35*	0,51*
Locus of Control – Self	0,69*	0,44**	0,38*	0,65*
Locus of Control - Life	0,35*	0,46**	0,37*	0,38*

Note. *p < 0,05; **p < 0,01.

The results show statistically significant positive correlations between all components of Purpose-in-Life orientations and subjective well-being (Table 2). The strongest relationships of the integral indicator of subjective well-being were found with the locus of control of Self (r=0.65) and the life process (r=0.64), which confirms the critical role of self-efficacy and the ability to find satisfaction in the current life for maintaining well-being in stressful conditions.

Significant correlations of the integral index of subjective well-being with the outcome of life (r=0.51) and purposes in life (r=0.46) testify to the importance of a sense of self-realization and future planning. The moderate correlation of the integral indicator with the locus of life control (r=0.38) reflects a realistic awareness of the limited possibilities of controlling external circumstances.

Summarizing the obtained results, it can be asserted that the presence of statistically significant relationships between meaningful life orientations and components of subjective well-being confirms the important role of the meaning of life in maintaining psychological stability in crisis conditions. The next step of the study was to identify how the cognitive, emotional-regulatory, motivational-volitional, and social-behavioral resources of psychological immunity are related to such aspects of well-being as the sense of internal control and life satisfaction, subjective sense of physical health, and the quality of social relationships. Statistically significant results of the correlation analysis are given in Table 3.

Table 3

Correlations between components of psychological immunity and indicators of subjective well-being of students

Components of psychological immunity	Indicators of psychological well-being			
	Psychological well-being	Physical health and well-being	Social relations	Integral indicator of well-being
Positive thinking				
A sense of control and coherence				
Problem Solving				
Self-efficacy				
Emotional regulation				
Social support		-		
Goal orientation			-	
Self-control of impulses	-		-	-
Frustration tolerance			-	
Self-acceptance				

Flexibility				
Hardiness				
Purpose-in-Life orientation				
Self-regulation of behavior				

Note. Only significant correlations are indicated. *p < 0.05; **p < 0.01.

The results of the correlation analysis made it possible to determine the nature of the relationship between psychological immunity resources and indicators of psychological well-being measured by the modified BBC-SWB scale, which covers three key areas - psychological well-being, physical health, and the quality of social relationships, as well as an integral indicator of subjective quality of life.

The obtained data proved that most components of psychological immunity have statistically significant positive relationships with all aspects of well-being. One of the most pronounced resources is positive thinking, which demonstrated significant correlations with psychological well-being ($r = 0.46$; $p < 0.01$), physical health ($r = 0.41$; $p < 0.05$), social relationships ($r = 0.38$; $p < 0.05$) and an integral indicator of well-being ($r = 0.47$; $p < 0.01$). This means that the ability to interpret life events from the position of optimism contributes to both internal stability and the preservation of physical resources and the quality of social interactions, providing a general rise in the subjective evaluation of life.

Sense of control and coherence also showed significant positive relationships with all scales of well-being: psychological ($r = 0.44$; $p < 0.01$), physical ($r = 0.36$; $p < 0.05$), social relationships ($r = 0.35$; $p < 0.05$), and the integral score ($r = 0.45$; $p < 0.01$). These results indicate that a sense of the logic of events and controllability of one's own life ensure internal balance, support a resourceful physical state, and contribute to the formation of stable interpersonal relationships.

The problem-solving component was positively correlated with psychological well-being ($r = 0.35$; $p < 0.05$), physical well-

being ($r = 0.33$; $p < 0.05$), and the integral score ($r = 0.36$; $p < 0.05$). The ability to constructively solve difficulties ensures active overcoming of life's challenges, which reduces psychological stress and helps maintain adequate functioning in everyday activities.

Self-efficacy revealed positive relationships with all aspects of well-being: psychological ($r = 0.42$; $p < 0.01$), physical ($r = 0.38$; $p < 0.05$), social relationships ($r = 0.36$; $p < 0.05$), and the integral index ($r = 0.44$; $p < 0.01$). This confirms that belief in one's own ability to influence life events and overcome difficulties is a fundamental source of both emotional balance and general subjective well-being.

A strong relationship was demonstrated by emotional regulation, which is positively correlated with psychological well-being ($r = 0.43$; $p < 0.01$), physical condition ($r = 0.34$; $p < 0.05$), social relationships ($r = 0.33$; $p < 0.05$) and the integral index ($r = 0.46$; $p < 0.01$). This shows that the ability to manage one's emotions not only reduces the impact of stress, but also supports the integrity of the body's functioning and promotes harmonious social contacts.

Social support showed significant relationships with psychological well-being ($r = 0.36$; $p < 0.05$), social relationships ($r = 0.44$; $p < 0.01$), and the integral score ($r = 0.38$; $p < 0.05$). This emphasizes that a sense of support in the environment enhances emotional comfort and contributes to the formation of positive interpersonal interactions.

Goal orientation was positively related to psychological well-being ($r = 0.38$; $p < 0.05$), physical health ($r = 0.35$; $p < 0.05$), and an integrated measure of well-being ($r = 0.39$; $p < 0.05$). Having clear goals and life guidelines creates a sense of meaning and increases the level of activity, which positively affects the emotional state. Self-control of impulses is related to physical well-being ($r = 0.33$; $p < 0.05$). This means that the ability to restrain impulsive reactions may be associated with better organization of the daily rhythm and maintenance of a healthy lifestyle.

Frustration tolerance showed positive relationships with psychological well-being ($r = 0.34$; $p < 0.05$), physical well-being ($r = 0.36$; $p < 0.05$), and the integral score ($r = 0.35$; $p < 0.05$). The ability to maintain stability in difficult situations contributes to

internal balance and maintenance of the life resource.

Self-acceptance showed significant positive relationships with all spheres of well-being: psychological ($r = 0.45$; $p < 0.01$), physical ($r = 0.39$; $p < 0.05$), social ($r = 0.37$; $p < 0.05$), and integral ($r = 0.47$; $p < 0.01$). This shows that acceptance of one's personality contributes to the formation of a harmonious self-attitude and improves the quality of everyday functioning.

Flexibility is positively related to psychological well-being ($r = 0.36$; $p < 0.05$), social relationships ($r = 0.33$; $p < 0.05$) and integral well-being ($r = 0.34$; $p < 0.05$). Flexibility makes it easier to adapt to changes, which creates a sense of stability and improves interaction with the environment.

Resilience (hardiness) has positive relationships with psychological well-being ($r = 0.44$; $p < 0.05$), physical health ($r = 0.37$; $p < 0.05$), social relationships ($r = 0.35$; $p < 0.05$), and the integral score ($r = 0.45$; $p < 0.05$). This confirms its role as a basic resource of long-term adaptation.

Meaning (purpose-in life) orientation emerged as one of the strongest predictors of psychological well-being, showing significant relationships with psychological well-being ($r = 0.46$; $p < 0.01$), physical health ($r = 0.36$; $p < 0.05$), social relationships ($r = 0.38$; $p < 0.05$), and the integral score ($r = 0.47$; $p < 0.01$). Orientation to the meaning of life creates a stable basis for emotional stability and harmonious functioning.

Self-regulation of behavior is correlated with psychological well-being ($r = 0.38$; $p < 0.05$), physical condition ($r = 0.35$; $p < 0.05$) and integral index ($r = 0.39$; $p < 0.05$). This emphasizes the importance of being able to organize one's own behavior and adhere to adaptive patterns of self-control.

Therefore, the results of the correlation analysis proved that psychological immunity is a significant factor in maintaining the subjective psychological well-being of students. Most of its components are positively related to indicators of psychological, physical and social well-being, as well as to the integral level of subjective quality of life. The strongest constructive effect was demonstrated by positive thinking, emotional regulation, self-

acceptance, meaningful orientation and vitality, which testifies to their leading role in the formation of internal stability and resourcefulness of the individual. Thus, psychological immunity determines the conditions not only for overcoming stressful consequences, but also for the formation of a holistic subjective psychological well-being in a crisis period.

Conclusions. The central role of cognitive, emotional-regulatory, motivational and social-behavioral resources, as well as the meaningfulness of life in preserving the psychological stability of students' personalities in crisis conditions is shown. Significant relationships were established between meaningful life orientations and components of subjective well-being, the strongest of which are the locus of control of one's own "I" and orientation to the life process. It was found that psychological immunity is an important factor in maintaining the subjective psychological well-being of students, as most of its components are positively related to indicators of psychological, physical and social well-being, as well as to the integral level of subjective quality of life. The strongest constructive effect was demonstrated by positive thinking, emotional regulation, self-acceptance, meaningful orientation, and resilience, which testifies to the leading role of personal resources in the formation of the internal stability of the individual and subjective life satisfaction.

Studies aimed at studying the relationship between value orientations and parameters of psychological well-being of an individual can also be promising.

Ethics, funding, conflict of interest

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