

SUBJECTIVE WELL-BEING: ESSENCE, PSYCHOLOGICAL AND SOCIAL CONDITIONING, INFLUENCING FACTORS DURING STUDENT LEARNING

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Abstract: The article presents the theoretical and experimental results of the study of subject well-being as one of the components of the research of social progress, the evaluation of state policy and the prediction of results for individuals and societies. The essence of subjective well-being is considered in the context of life satisfaction and the affective dimension (frequent positive and infrequent negative affects, momentary moods of individuals). The psychological conditioning of the subject's well-being is revealed in view of the change or stability of the well-being attitude, the connection between the satisfaction of needs, motivation and the subject's well-being. The social conditioning of the subject's well-being is revealed in the context of the influence of the social environment, stable social relations, and social support on the subject's well-being. Scientific data on factors that can disrupt (improve) subject well-being are summarized. The experimental part of the research was conducted with the involvement of students of grades 1-11. The experimental results of the study relate to the period of the introduction of martial law on the territory of Ukraine in connection with the aggressive actions of Russia. The experimental results of the research include generalizations about the episodic subjective well-being of students according to the character traits of the teacher, the subjective well-being of students according to the teacher's actions in class, groups of factors that negatively affect the subjective well-being of students during education (factors related to external influences on the organization of student learning, factors related to the emotional and physiological states of the teacher; factors related to cognitive processes, emotional and physiological states of students).

Keywords: well-being; subjective well-being; factors influencing the subjective well-being of students; students of classes 1-10; teachers; martial law.

1 Introduction

Well-being is determined by numerous factors, including social support and environmental factors, which are constantly changing. Different changes cause different effects on a person. In the study by A. Moè [21], the well-being of university students was considered during the COVID-19 pandemic, that is, in the context of social distancing and isolation. We investigated the subjective well-being of students in classes 1-11 during the years 2022-2023, that is, during Russia's military operations on the territory of Ukraine.

The topic of subjective well-being is the focus of attention of researchers and practitioners, but there is a lack of assessment tools. Meanwhile, the physical and psychological well-being of children and adolescents is a necessary condition for maintaining their health and achieving high results in education, upbringing and development. Due to the rapid increase in the number and variety of risks contained in the social environment, the child quite often finds himself in a situation that places increased demands on his ability to resist various negative influences and threaten his subjective well-being. The study of the problem of the subjective well-being of adolescents in educational environments with different levels of psychological safety and the identification of patterns associated with the development and formation of the subjective well-being of schoolchildren will help determine the content of psychological assistance and psychological and pedagogical activities aimed at maintaining and increasing the level of subjective well-being. The importance of resolving this issue; is proven by the fact that subjective well-being is considered as a criterion of a person's

mental and psychological health and a necessary condition for the comprehensive and harmonious development of a person.

2 Method

The following tasks were defined for multi-aspect analysis:

- To reveal the essence of well-being and subjective well-being as complex formations;
- To characterize the psychological and social conditioning of the subject's well-being;
- To summarize scientific data on factors that can disrupt the subject's well-being and improve it;
- To characterize the contribution of education to subject well-being;
- To summarize scientific data on factors that can disrupt the subject's well-being in education;
- To summarize the experimental results of the study, which was conducted under the conditions of the introduction of martial law on the territory of Ukraine and concerns: episodic subjective well-being of students in accordance with the character traits of the teacher; the subjective well-being of students in accordance with the actions of the teacher in class; groups of factors that negatively affect the subjective well-being of students during education (factors related to external influences on the organization of student learning; factors related to the emotional and physiological states of the teacher; factors related to cognitive processes, emotional and physiological states of students).

Various methods were used in the research, namely: theoretical (analysis of scientific data, systematization of selected information, summarization of results in tables and lists of data) and empirical (survey, questionnaire). Students of classes 1-11 from Kyiv, Kirovograd, and Volyn regions, as well as the cities of Kyiv, Kropyvnytskyi, and Lutsk, were involved in the experimental part of the research.

3 Results and Discussion

Well-being and subjective well-being: essence and components

C. Keyes [16] considers the phenomenon of "well-being" as a complex entity and distinguishes three components:

- Emotional is an affective component of well-being, includes life satisfaction, the presence of positive emotions and the absence of negative emotions (E. Diener, E. Suh, R. Lucas, H. Smith [10]; C. Keyes [18]); daily (intrapersonal) fluctuations in emotional well-being are important for emotional well-being (Reis, H. T., Sheldon, K. M., Gable, S. L., Roscoe, J., & Ryan, R. M. (2000) [24]);
- Psychological – manifests itself at the interpersonal and intrapersonal levels of positive functioning; relates to connection with others, a sense of purpose and meaning of life, a sense of personal growth and development (C. Keyes [18]);
- Social – refers to optimal functioning at the community level, includes social well-being, reflects social integration, social contribution, social coherence, social actualization and social recognition (C. Keyes [16; 18]).

Along with the term "well-being", there is the term "subjective well-being". According to the generalizations of E. Diener, R. Lucas C. Scollon [9] and K. Ngamaba (2017) [22], subjective well-being is used to study social progress, evaluate public policies and predict outcomes for individuals and societies.

According to E. Diener [6], subjective well-being includes life satisfaction and an affective dimension. Accordingly, high subjective well-being reflects a feeling of high satisfaction with life as a whole, while the affective dimension refers to positive emotions and thoughts about life in terms of frequent positive

and infrequent negative affects (E. Diener [6]; E. Diener, M. Chan [7]).

C. Kim-Prieto, E. Diener, M. Tamir [19] associate subjective well-being not only with people's evaluation of their lives, but also with momentary moods of individuals and global judgments of life satisfaction. Scientists describe the consistent temporal structure of subject well-being as follows: experiencing well-being from events and circumstances that cause evaluative reactions; transition from emotional reactions to these events to memories of these reactions; the transition to global considerations of well-being based on previous stages.

A high level of subjective well-being, manifested in life satisfaction, lack of negative emotions, optimism and positive emotions, contributes to the improvement of health and increases the life expectancy of healthy people (E. Diener, M. Chan [7]).

The relationship between subjective well-being and satisfaction of needs

E. Diener, R. Lucas, and C. Scollon [9] point out that people differ in their adaptation to events, which can cause a change in the well-being threshold under certain conditions. Thus, in response to a certain external event, some people may change their well-being attitudes, while other people will keep their well-being attitudes unchanged.

According to the results of the study by L. Tay and E. Diener [30], a relationship between the satisfaction of needs and subjective well-being, which includes life evaluation, positive and negative feelings, was established. Connections have been established:

- Between satisfaction of needs and subjective well-being;
- Between assessment of life and satisfaction of basic needs;
- Between positive feelings and needs for communication and respect;
- Between negative feelings and basic needs, needs for respect and autonomy.

According to E. Deci, R. Ryan [4], needs determine the necessary conditions for well-being, as well as for psychological growth and integrity. Different regulatory processes underlying goal attainment are differentially related to well-being. "Social contexts and individual differences that support satisfaction of the basic needs facilitate natural growth processes including intrinsically motivated behavior and integration of extrinsic motivations, whereas those that forestall autonomy, competence, or relatedness are associated with poorer motivation, performance, and well-being" [4].

According to the results of the study by M. Tang, D. Wang, A. Guerrien [29], satisfaction of basic psychological needs and motivation (autonomous types) are positively related to positive indicators of well-being (meaning of life, life satisfaction, positive affect, self-esteem, etc.) and negatively associated with negative indicators of well-being (depression, apathy, etc.).

The satisfaction of social needs implied subjective well-being, especially for the purpose of evaluating life, in addition to the satisfaction of people's needs, which indicates the desirability of living in a prosperous society (L. Tay, E. Diener [30]).

According to the results of L. Tey and E. Diner [30], the satisfaction of needs is a necessary condition for the subject's well-being, but not sufficient for ascertaining a high level of life satisfaction. In this context, it is appropriate to cite the following quotes:

- "Life satisfaction is connected to a large degree to social yardsticks – achieving goals, meeting expectations" (D. Kahneman, A. Krueger, D. Schkade, N. Schwarz, A. Stone [15]).
- "It is based on comparisons with other people and most related to the satisfaction of basic needs, the satisfaction of social needs and the need for respect, the need for autonomy (L. Tay, E. Diener [30]).

According to V. Sophie, C. Sara, T. Jellen [27], life satisfaction correlates most with basic needs, peace of mind, and meaningfulness. The positive affect of life satisfaction is most strongly associated with high levels of competence, peace of mind, and meaningfulness, while the negative affect is most strongly associated with sleep deprivation, low levels of competence, and poor peace of mind.

The influence of the social environment on subjective well-being

According to L. Uziel, T. Schmidt-Barad [31], people rely on a safe, reliable social environment. In the case of social isolation or loneliness, they increase alertness to threat and heighten feelings of vulnerability, and increase the desire to reconnect. Implicit hypervigilance about social threat alters psychological processes that affect physiological functioning, impair sleep quality, and increase morbidity and mortality.

Chronic perceived isolation (i.e., loneliness) is characterized by disorders of attention, cognition, affect, and behavior that affect morbidity and mortality due to their impact on genetic, nervous, and hormonal mechanisms (L. Hawkey, J. Cacioppo [13]).

According to N. Hudson, R. Lucas, and M. Donnellan, "experiential and global well-being are often separable constructs that may show different patterns of association with relationship experiences (e.g., well-being may operate differently on within- vs. between-persons levels)" [14].

According to the research results of L. Uziel and T. Schmidt-Barad [31], the social environment affects well-being. In particular, stable social relations contribute to well-being. Being with others of one's choice has the strongest positive relationship with subjective well-being. In contrast, interacting with others not by choice has the strongest negative relationship with subjective well-being. In the case of loneliness, the status of choice (by choice / not by choice) affects the subject's well-being to a lesser extent.

A. Moè [21] believes that increasing well-being as an important global goal can be achieved with the help of social support and environmental factors.

At the same time, subjective well-being can be disturbed due to (Y. Gong, S. Cheung, M. Wang [12]):

- Decrease in well-being and motivation as a result of unsatisfied needs for autonomy, competence, relatedness;
- A low level of proactivity, because such people are less able to effectively mobilize their energy and emotions to cope with difficulties and problems, achieve results, anticipate and prevent problems, use opportunities, do not set a proactive goal.

The main factors that will improve the subjective well-being of people around the world are: state of health, household's financial satisfaction and freedom of choice (K. Ngamaba [22]).

Well-being is promoted by stable social relations. Regarding daily social interactions, L. Uziel and T. Schmidt-Barad [31] investigated their impact on episodic (empirical) subjective well-being. Social relations increase episodic (empirical) subjective well-being if they occur by choice. Communication with others that is not by choice has the strongest negative relationship with episodic (empirical) subjective well-being. According to the ownership theory, people easily form social attachments in most conditions and resist the destruction of ties that already exist (R. Baumeister, M. Leary [2]).

The influence of education on subjective well-being

According to M. Salinas-Jiménez, J. Artés, and J. Salinas-Jiménez [26], education shows a significant impact on life satisfaction regardless of the impact on income. The contribution of education to subjective well-being is stronger in the fewer people who attain a given level of education, thus suggesting that this contribution is partly due to positional concerns.

Subjective well-being can be disturbed due to:

- Low level of trust of teachers towards students. According to the research results of D. Van Maele and M. Van Houtte [32], the teacher's trust in the student is largely determined by the teacher's perception of the students' ability to learn, the students' ability to meet expectations and the organizational school context.
- Feelings of exhaustion and demotivation caused by a large number of classes in an online learning environment and a small amount of face-to-face exchange of ideas (H. Wang, Y. Ren, W. Liu [33];
- Insufficient level of school involvement, lack of flexible interaction that takes into account contextual features and environmental changes (J. Fredricks, P. Blumenfeld, A. Paris [11]);
- A low initial level of involvement of students in achieving the goal results in low progress in their achievements. (J. Pfeiffer, M. Pinquart [23]).

The experimental part of the study was conducted during 2022-2023, during Russia's military operations on the territory of Ukraine, incredibly difficult tests for the economy of Ukraine, all spheres of activity of Ukrainians without exception, and the personal life of each of them. In this study, we studied:

- 1) Episodic subjective well-being of students in accordance with the character traits of the teacher;
- 2) The subjective well-being of students depending on the actions of the teacher in class (how to organize students' activities in class, how to teach educational material, how to evaluate learning results, how to organize students' homework);
- 3) Groups of factors that negatively affect the subjective well-being of students during learning (factors related to external influences on the organization of student learning; factors related to the emotional and physiological states of the teacher; factors related to cognitive processes, emotional and physiological states of students.

In order to establish the episodic subjective well-being of students, which is influenced by the character traits of the teacher, the respondents were asked to answer the question: which teacher would they like to learn from: demanding, fair, happy or another answer option? When answering the question, 80% of respondents limited themselves to defining the 2 most important features of a teacher's character. We summarized the questionnaire data in Table 1.

Table 1: The results of the study of the episodic subjective well-being of students according to the character traits of the teacher

Class	Characterization of the character traits of the teacher, which students prefer, as it determines their episodic subjective well-being				
	smart	good	demanding	fair	cheerful
1	I				II
2	II	I			
3	II	I			
4	II	I			
5	II	I	III	IV	
6		II		I	
7	II	I		III	IV
8	II	I		III	
9	II			I	
10	II			I	
11	II		III	I	

The analysis of the data in Table 1 proves that a smart teacher determines the episodic subjective well-being of students who have started school. Starting from the 2nd grade, the episodic subjective well-being of students is associated with a good teacher. Respondents studying in classes 6, 9, and 10 preferred a fair teacher.

Table 2 summarizes the students' reasoning about the teacher's actions that will contribute to their subjective well-being in the lesson. During the introduction of martial law in Ukraine, students of all grades indicated a desire to actively move and communicate in pairs and groups. The teaching of educational material should be interesting, understandable, accessible for perception, with practical examples. Evaluation of learning results should encourage, stimulate. The amount of homework should be reduced.

Table 2: The results of the study of the subjective well-being of students depending on the actions of the teacher in class

Class	How to organize students' activities in class?	How to teach educational material?	How to evaluate learning results?	How to organize students' homework?
1	work together more	very interesting, easy	just talk like a job done; praise more	give tasks to be done together with parents
2	don't sit at a desk all the time	interesting to tell	tell me first and then tell my parents	give tasks to choose from; do only the task you like
3	conduct lessons in the fresh air	interest, and then tell new material	to ask everyone	give interesting homework
4	organize tasks in pairs or small groups	to explain the material so that students understand, to be interesting	use self-assessment and peer assessment	give less homework; to give tasks to find what is not in the textbook and prepare to interestingly tell new information to your classmates
5	to create a friendly atmosphere in the classroom	it is interesting to explain, to explain using the example of life situations	encourage with points; evaluate what was successful; evaluate the level of student participation in education	set students tasks that will allow them to show creativity and their own abilities; give tasks according to interests
6	avoid monotony in the activities of students in class	less reading from textbooks, especially during the lesson itself, discussing, teaching is interesting	do not put low scores; evaluate fairly and objectively	to set tasks that are quickly and interestingly performed in accordance with the goal chosen by the student (repeat (1), understand what was not understood in the lesson (2), learn something new about the topic being studied (3))
7	to take into account that not all students have enough time allocated for the task	first make students want to listen, only then it is interesting to tell	take into account the quality of the work performed; to give an opportunity to improve scores	a creative, developmental task, not just learning something; do not give tasks that students will not be able to complete
8	create opportunities for active participation of students in conducting the	it is good to explain the material, conduct experiments live, and not show videos	take into account not only academic knowledge, but also communicative, social skills, critical	provide pedagogical tips that can be used when performing homework of various levels of difficulty

	lesson		thinking	
9	to show how new knowledge or skills can be applied practically	it is interesting and understandable to explain the material, taking into account the individual needs and abilities of students	not to comment in the presence of other students of the class on the reasons why such a score was given	give more tasks of practical direction
10	to allow students to work at their own pace with tasks for their level	available to explain the material and explain where and how it can be practically applied	not to evaluate each lesson, but to monitor the work of students over a certain period of time in order to understand the general level of knowledge	fewer written assignments; give interesting search tasks; to set creative tasks
11	organize individual work and conduct consultations at the request of	clearly, structured, interesting, simple and understandable, with clarity, avoid	fairly, honestly, evaluate the progress of students	giving very important homework so that other extra classes can be scheduled

	students	monotony, with examples from life		
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The analysis of the data in Table 3 shows that in the conditions of the introduction of martial law, the subjective well-being of students during education is negatively affected by the following factors:

1. Factors associated with external influences on the organization of students' education (the subjective well-being of students in classes 1-10 was negatively affected by shelling, air raids, problems in the family. Studying in bomb shelters and studying as an electronic student especially negatively affected the subjective well-being of students in classes 1-4).
2. Factors related to the emotional and physiological states of the teacher (the subjective well-being of students in classes 1-10 was negatively affected by the teacher's depression or nervousness. The subjective well-being of students in classes 1-4 was also negatively affected by the teacher's illness).
3. Factors related to cognitive processes, emotional and physiological states of students (the subjective well-being of students of classes 1-10 was negatively affected by the failure to satisfy their physiological needs (I want to eat, sleep), safety needs (I feel anxious), as well as negative emotional manifestations and a decrease in cognitive activity and cognitive independence).

Table 3: The results of the study of groups of factors that negatively affect the subjective well-being of students during education

Groups of factors and their components	Classes									
	1	2	3	4	5	6	7	8	9	10
<i>Factors associated with external influences on the organization of student learning</i>										
shelling and air alarms										
training in a bomb shelter										
learning as an e-learner										
problems in the family										
change of place of residence and study										
<i>Factors related to the emotional and physiological states of the teacher</i>										
depressed or nervous teacher										
sick teacher										
a teacher with a bad mood										
<i>Factors related to cognitive processes, emotional and physiological states of students</i>										
I'm sick										
I want to eat										
I want to sleep										
I listen to different sounds, I often worry										
I do not understand the educational material										
a difficult topic for me										
cannot complete the task										
I don't understand why to study it										
I get low marks										

I feel bad mood														
I answer, and the teacher or students interrupt														
it's noisy in the classroom														
something is distracting														
lots of homework														
the teacher does not understand you and does not support you														
conflict with the student(s) of the class														

4 Conclusions

Well-being and subjective well-being are considered by scientists as one of the components of the study of social progress, evaluation of state policy and prediction of results for individuals and societies. By their nature, well-being and subjective well-being are complex entities. In particular, emotional, psychological, and social components have been identified in the phenomenon of "well-being" (E. Diener, S. Keyes, H. Reis, K. Sheldon, S. Gable, J. Roscoe, R. Ryan). The phenomenon of "subjective well-being" includes life satisfaction and an affective dimension (frequent positive and infrequent negative affects, momentary moods of individuals) (E. Diener, R. Lucas C. Scollon, K. Ngamaba, C. Kim-Prieto, M. Tamir).

The psychological conditioning of the subject's well-being is determined by the processes of changing the attitude of well-being or maintaining stable attitudes (E. Diener, R. Lucas, C. Scollon), the connection between the satisfaction of needs, motivation and subjective well-being (D. Kahneman, L. Tay, E. Deci, R. Ryan, M. Tang, D. Wang, A. Guerrien, V. Sophie, C. Sara, T. Jellen).

The social conditioning of the subject's well-being refers to the social environment, stable social relations, and social support.

Subjective well-being can be disturbed by the dissatisfaction of the needs for competence, autonomy, and relatedness (E. Deci, R. Ryan), a low level of proactivity (Y. Gong, S. Cheung, M. Wang, J. Huang). Subjective well-being can also improve. It depends on the state of health, household's financial satisfaction and freedom of choice (K. Ngamaba). It can also be about episodic (empirical) subjective well-being (L. Uziel, T. Schmidt-Barad).

Subjective well-being in education can be affected by the following factors: low level of teachers' trust in students (D. Van Maele, M. Van Houtte), feelings of exhaustion and demotivation (H. Wang, Y. Ren, W. Liu), insufficient level of school involvement, lack of flexible interaction (J. Fredricks, P. Blumenfeld, A. Paris), low initial level of student involvement in achieving the goal (J. Pfeiffer, M. Pinquart).

According to the results of our research, three groups of factors have been identified that negatively affect the subjective well-being of students of classes 1-11 in the conditions of the introduction of martial law on the territory of Ukraine:

1. Factors related to external influences on the organization of students' education (shelling, air raids, problems in the family (regarding students of classes 1-10); training in bomb shelters, training as an electronic student (regarding students 1-4 classes)).
2. Factors related to the emotional and physiological states of the teacher (states of depression or nervousness of the teacher (regarding students of classes 1-10); illness of the teacher (regarding students of classes 1-4)).
3. Factors related to cognitive processes, emotional and physiological states of students (dissatisfaction of physiological needs (I want to eat, sleep), safety needs (I feel anxiety), negative emotional manifestations, a decrease

in cognitive activity and cognitive independence (regarding students of 1-11 classes)).

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Primary Paper Section: A

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