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The Structural-functional Model of Contemporary Students' Psychological Well-being

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Abstract

Introduction. The article discusses a topical issue of studying the psychological well-being of students as the main resource for societal development in the near future. Psychological well-being ensures effective socialization and vitality of the individual, helps to constructively cope with stress, and successfully solve age-related problems. A deep understanding of the phenomenology and structural and functional organization of contemporary students' psychological well-being is absolutely necessary. **Methods**. The theoretical analysis of the phenomenon of psychological well-being is based on attributive, structural, genetic, and functional types of scientific analysis, as well as scientific synthesis of the identified characteristics. Indicators and predictors of psychological well-being have been empirically studied. The sample was comprised of 300 students of Kostroma State University aged 18–23 years (M = 20.4), 254 of whom were girls and 46 of whom were boys. **Results and Discussion**. The concept of 'psychological well-being' is differentiated from the system of related phenomena; the author's structural-functional model of psychological well-being of contemporary students is theoretically substantiated and empirically verified. A high level of psychological well-being has not found among students. Students with low and average levels of psychological well-being have different subjective criteria for achieving psychological well-being, barriers to its achievement, and resources for achieving well-being. The main indicators of students' psychological well-being are the feeling of happiness and satisfaction with their own lives. The integral indicator of psychological well-being is associated with the characteristics of the students' motivational-value sphere. Subjective indicators of the psychological well-being of students include the assessment of the state of health, academic success, life success, and satisfaction with romantic relationships. The predictors of the psychological well-being are innovative competence, meaningfulness of life, and socio-psychological climate of the study group. The functions of psychological well-being are hedonistic, eudemonistic, resourceful, adaptive, protective, stabilizing, and anticipatory functions. The authors concluded that there exist universal trends in the structural and functional organization of the psychological well-being

of contemporary students, as well as specific characteristics of the psychological well-being of students with low and average values of the index of well-being.

Keywords
students, psychological well-being, subjective well-being, happiness, life satisfaction, motivational-value sphere, barriers, resources, innovative competence, meaningfulness of life

Highlights
- Psychological well-being is an integral characteristic of an individual's inner states that ensure the consistency of mental functions and processes and the achievement of internal balance and subjective integrity.
- The main indicators of students' psychological well-being are the feeling of happiness and satisfaction with their own lives.
- The integral indicator of psychological well-being is associated with the characteristics of the motivational-value sphere of students.
- Predictors of psychological well-being include innovative competence, meaningfulness of life, and socio-psychological climate of the study group.
- Psychological well-being performs not only hedonistic, protective, and stabilizing functions, but also eudemonistic, anticipatory, and resource functions that ensure personal growth.

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Introduction
The great challenges of our time (political, economic, environmental, and demographic ones, the spread of pandemics, digitalization, etc.) lead to considerable transformations of personal characteristics, social attitudes and values, interpersonal communications, and social roles of students compared to the relatively recent past. Now, we are witnessing a disturbing picture. The results of studies conducted at the global level show that young people are characterized by a high level of auto- and hetero-aggression, anxiety, psycho-emotional depression, and a low level of life meaningfulness (Mey & Yin, 2015; Hernández-Torrano et al., 2020).

This is because a high degree of uncertainty in the future, involvement in fierce stratification competition, an aggressive, information-saturated environment, parallel functioning in real and virtual spaces and, at the same time, the need to solve age-related problems require a high degree of psychological stability and adaptability and resourcefulness from young people. There is no doubt that it is during the period of student life that people face a wide range of multidirectional tasks, the solution of which is often difficult (separation from parents, professional development, moving to another city, finding a partner, and starting a student family). This often becomes a factor affecting the level of psychological well-being of student youth around the world. The problem of psychological well-being has become especially important during the Covid 2019 pandemic (Islam, Barna, Raihan, Khan, & Hossain, 2020; Rogowska, Kuśnierz, & Bokszczanin, 2020).

Contemporary theory and practice require comprehensive studying the risks of successful socialization of students, the structure, functions, dynamics, barriers, and resources of students' psychological well-being as the main human resource for societal development in the future.

Issues of happiness, well-being, and satisfaction with life have been of interest to researchers since ancient times. Within the framework of psychoanalysis, the consideration of psychological well-being was carried out through psychological distress and intrapersonal conflict (Lomas, 2021). In line with positive, humanistic, and existential psychology, addressed to the individual as the subject of his/her own life, the role of well-being in fulfilling individual capabilities and finding the meaning of life was emphasized by a number of researchers (A. Maslow, K. Rogers, V. Frankl, E. Fromm, J. Bugental, A. Lenglet, R. May). N. M. Bradburn developed a model of psychological well-being as overall life satisfaction based on a balance of positive and negative affects (Bradburn, 1969). This phenomenon was later called 'subjective well-being' (Diener, Suh, Lucas, & Smith, 1999; Czapinski, 2013). These models can be referred to *the hedonistic direction*, in which human happiness is understood as the result of experiencing positive emotions and satisfaction with life and the emphasis is placed on studying the emotional and cognitive-evaluative components of well-being. From the standpoint of *the eudemonistic approach*, the main source of psychological well-being is the personal growth, i.e. the emphasis is shifting to the value-meaning and behavioral components of the construct (Richardson, Passmore, Lumber, Thomas, & Hunt, 2021).

By integrating these approaches, C. D. Riff considered *psychological well-being* as a basic subjective construct that reflects an individual's perception and assessment of his/her self-realization in terms of the peak of potential. She verified a six-factor model of the construct, including empirical referents associated with the positive functioning of the individual – 'self-acceptance', 'positive relationships with others', 'autonomy', 'management of the environment', 'life purpose', and 'personal growth'. It was emphasized that life difficulties can also contribute to the achievement of psychological well-being in the case of a deep understanding of life, awareness of individual capabilities, goals, establishing constructive relationships with others, and developing empathy (Ryff, 1996).

The model of predictors of psychological well-being by R. M. Ryan that proved the differentiation and functional self-sufficiency of interrelated phenomena of subjective and psychological well-being is equally popular (Ryan & Deci, 2001).

In Russian psychology, attempts have been made to differentiate the concepts of '*psychological well-being*' (Kulikov, 2000), '*subjective well-being*' (Shamionov, 2015; Veselova, Korzhova, Rudykhina, & Anisimova, 2021), and '*emotional well-being*' (Idobaeva, 2011). As for *the structural organization*, psychological well-being is more often associated with the characteristics of behaviour than with feelings and affects; it describes the process of achieving the goal, and not the result (Zhukovskaya, 2011). It teaches the individual how to achieve positive functioning and a certain degree of implementation of this orientation, subjectively expressed in a sense of happiness, satisfaction with himself/herself and his/her life (Polishchuk, 2016) without severe anxiety, depression, and manifestation of social activity (Sozontov, 2006). The importance of well-being for the subjective world of the individual is also emphasized, since it ensures the consistency of mental functions and processes and a sense of inner balance and integrity (Kulikov, 2000); it is an indicator of psychological health (Voronina, 2005).

O. A. Idobaeva emphasizes the *level organization* of psychological well-being, considering it at the psycho-physiological, individual-psychological, and value-semantic levels. The solution of

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developmental tasks that meet the requirements of a certain age stage is considered as the main condition for the progressive individual development. For example, during periods of adolescence and youth (student years), psychological well-being should be determined by the level of formation of the main newly-emerging requirements – orientation in individual character traits, the ability to make life plans (Idobaeva, 2013), and active search for identity (Letyagina, 2014). In the context of solving developmental problems, the ratio of 'factual' (implementation of the positive functioning components) and 'ideal' (the degree of focus on the implementation of these components) levels of psychological well-being presents a certain interest (Shevelenkova & Fesenko, 2005).

Some studies reflect a *functional approach*. It is emphasized that the main function of psychological well-being is to maintain a dynamic balance between the individual and the outside world (Shamionov, 2014), successful socio-psychological adaptation (Miller, 2014), and constructive overcoming of life and communication difficulties (Samokhvalova, 2019).

At the same time, a meta-analysis of previous studies enabled us to conclude that in today's scientific discourse there is still terminological disorder and non-systematic views; the concept of 'psychological well-being' is not differentiated from the system of related definitions (subjective and emotional well-being, life satisfaction, mental health, and happiness). In addition, there is no clear understanding of the factors, structure, and functions of the phenomenon under study; the age specificity of the student youth psychological well-being has not been revealed. All this calls for creating and verifying the structural and functional model of students' psychological well-being.

The structural-functional model of psychological well-being

The development of a structural-functional model of students' psychological well-being is based on such *methodological approaches* as system-subject, socio-cultural, resource, and context; it is based on the fundamental principles of developmental psychology – determinism, continuity, anticipation, subjectivity, development, cultural conformity, stability and changeability, and variability (Sergienko, 2021). The theoretical understanding of psychological well-being is based on *general scientific methods of cognition and description of the object of study* (Kharlamenkova, 2004) – attributive, structural, genetic, and functional types of scientific analysis and scientific synthesis of the identified characteristics. Based on this, we pose the following research questions:

1. What is the phenomenon of 'psychological well-being' and what are its categorical features? – *attributive analysis*.
2. What are the components of psychological well-being and how are they interrelated? – *structural analysis*.
3. What are the predictors of psychological well-being? – *genetic analysis*.
4. What functions does psychological well-being perform in individual development? – *functional analysis*.

Attribute analysis. The primary task is to differentiate the concept of 'psychological well-being' from the system of related phenomena. A person simultaneously exists in two realities – objective reality, where he/she realizes himself/herself in a social context as a subject of communication, relationships, and activities, and subjective reality which is the product of understanding and experiencing his/her own being. These two realities, entering complex relationships and mutual influences, define the overall index of well-being, which is actualized in three strata (Fig. 1).

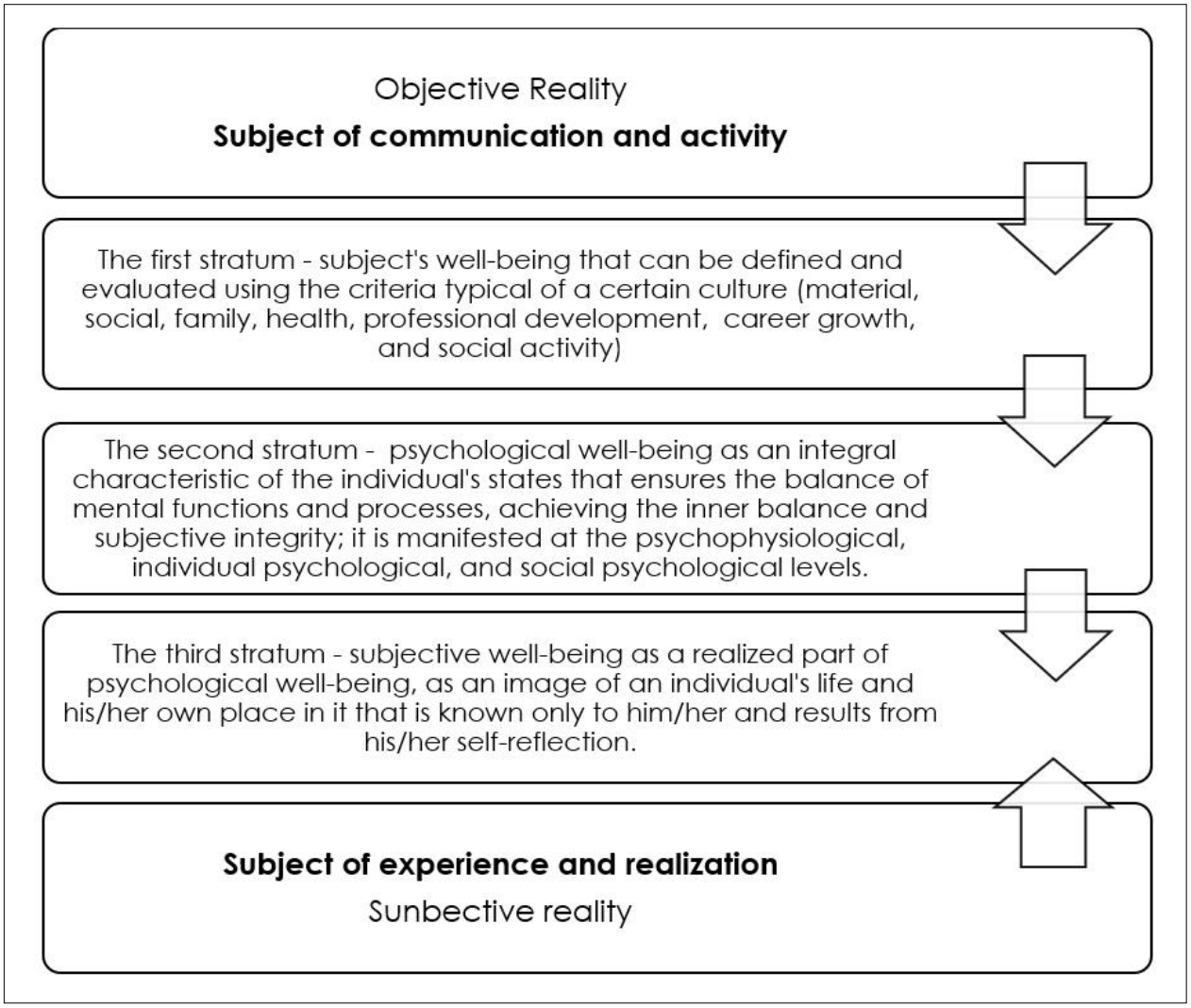

Figure 1. Differentiation of the concept of 'psychological well-being' from the system of related phenomena

As the main markers of the psychological well-being of the subject, we consider constructive coping and vitality, self-acceptance and self-confidence, self-regulation and self-projection, and involvement in close and business relationships.

Structural analysis. "The most reliable strategy for studying the psyche is an approach that makes it possible to study it as a single and integral system, but at the same time as a structured one..." (Lomov, 1984, p. 76). As *structural components* of the psychological well-being of the subject, we identify the following three main (affective, cognitive, and conative) and two adjacent components (reflexive, value-semantic):

– *an affective component*, including an individual's positive self-esteem, self-acceptance, a positive assessment of various aspects of his/her individual being, satisfaction with himself/herself and his/her life, and an optimistic view of the events of the present and the expected future;

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– *a cognitive component*, which includes a system of a person's ideas about himself/herself as an active and developing subject, knowledge about the individual system of mental and social resources and ways of their development, and understanding of the mechanisms of self-regulation and self-design;

– *a conative component*, including an individual system of intrapsychic (motivational, volitional, and emotional) and interpsychic processes of behaviour regulation, adequate ways of responding to various life situations, and effective patterns of behaviour aimed at self-expression and self-development;

– at the junction of the affective and cognitive components, *the reflexive component* of psychological well-being is actualized, providing a conscious attitude of the subject to his/her own life as a process of personal growth and self-realization;

– at the junction of the cognitive and conative components, *the value-meaning component* is actualized, including basic attitudes, meanings, and values that determine life goals, the orientation of the subject, methods of self-actualization, and vectors of development.

Genetic analysis. In the study of psychological well-being, we rely on the methodological provisions of the *systemic approach* that assumes "not only a dichotomy of the social and biological, but their mutually conditioning unity with a different contribution of each component to the development process" (Sergienko, 2006, p. 53). As *predictors* of psychological well-being, we consider the following ones:

– *endogenous (internal)*, associated with the characteristics of ontogeny (heredity, the state of physical, mental, psychological and social health, age and gender characteristics, individual typological and personality characteristics, etc.);

– *exogenous (external),* associated with the influence of the socio-cultural and environmental context of development (ethno-cultural, social, environmental, technogenic, biogenic, virtual factors, and features of the time and context of ontogenesis).

Functional analysis. Speaking about the functions of psychological well-being, we understand the significant role that this construct plays in the life of the subject. The most important functions are as follows:

– *hedonistic*, providing the subject with a state of psychological comfort, pleasure with a predominance of positive emotions, a sense of happiness, and satisfaction with life;

– *eudemonistic*, ensuring the activity of the individual, constant self-development, and disclosure of his/her potentials and abilities;

– *resource-related*, stimulating the subject to search for and develop a system of mental and social resources that help to effectively overcome life's difficulties and cope with stress;

– *adaptive*, allowing the subject to be included in new social situations, to test social roles, to master new patterns of behaviour without fear of failure, gelotophobia, with self-confidence, with a reasonable attitude to emerging difficulties;

– *protective*, aimed at preventing impairments in individual internal stability, ensuring the preservation of the stability of self-esteem through the elimination from consciousness or the transformation of sources of conflict experiences;

– *stabilizing*, ensuring the consistency of mental functions and processes, the balance between negative and positive experiences of the subject, and a sense of inner balance and harmony;

– *anticipatory*, associated with the presentation, prediction of positive results and consequences of individual actions, anticipation of success, anticipation and propaedeutics of possible difficulties and barriers in solving the tasks.

The presented theoretical structural-functional model of psychological well-being is a very general scientific generalization and needs to be verified. This *aim* served as the basis for our empirical study.

Methods

The study sample was comprised of 300 students of Kostroma State University aged 18–23 years (M = 20.4), 254 of whom were girls and 46 of whom were boys. The study participants represented different areas of training (humanitarian, pedagogical, engineering, and technical). The study was based on the principles of environmental friendliness, anonymity, and confidentiality. Students took part in the study voluntarily.

Methodological tools: to solve the tasks set, we developed a diagnostic toolkit using a Google form. The study of the integral indicator of the psychological well-being of students, its indicators, and functions was carried out using (a) Ryff's Scales of Psychological Well-being (RPWB), modified by N. N. Lepeshinskii, 2007, (b) the Subjective Happiness Scale by S. Lubomirsky, H. Lepper, modified by D. A. Leont'ev, 2013, (c) the Life Satisfaction Scale by E. Diener, R. A. Emmons, R. J. Larsen, S. Griffin, modified by D. A. Leont'ev, E. N. Osin (Osin & Leont'ev, 2020), (d) the Colour Metaphors by I. L. Solomin (modification of the test of colour relations by A. M. Etkind), (e) the Diagnosis of the Motives for Students' Educational Activity by A. A. Rean, V. A. Yakunin modified by N. Ts. Badmaeva, (Yakshova, 2016), and (f) self-assessment scales. The predictors of students' psychological well-being were identified using (a) the Innovation and Adaptability express method (Altkirt) by M. Bobic, E. College, E. Davis, R. Cunningham (Bobic, Davis, & Cunningham, 1999), (b) the Purpose-in-Life Test (PIL) by D. A. Leont'ev, 2000, and (c) the test for Assessment of the Microclimate of the Student Group by V. M. Zavyalova (Fetiskin, Kozlov, & Manuilov, 2002).

Statistical processing of empirical data was carried out using the SPSS Statistics V.19.0 software. Spearman's correlation analysis was carried out to identify the interrelationships of variables; in order to assess the significance of differences, the Mann-Whitney U-test and the multiple functional test φ * – Fisher's angular transformation; to identify predictors of psychological well-being regression analysis was used; students' free statements were processed using ranking and content analysis.

Results and Discussion

Statistical processing of the data array made it possible to partially verify the structural and functional model of psychological well-being on a student sample (Fig. 2).

Diagnostics of the *integral level* of psychological well-being showed that in the sample (n = 300) there are no respondents with a high level of its manifestation. Students have either average (n = 141) or low (n = 159) levels of psychological well-being. This is a very disturbing fact, indicating the presence of intrapersonal problems, disharmony of the psychological state, and partial disruption of internal balance and subjective integrity.

The results of the analysis showed that important indicators of psychological well-being are the subjective *feeling of happiness*, which characterizes a person's positive emotional experience of his/her own life as a whole, and *life satisfaction* ($p \leq 0.005$). Students note that well-being for them, first of all, is "a calm and happy state", "the ability to enjoy life", "a good attitude towards life", "a state in which you know that you and your loved ones are doing well", and "awareness and feeling of happiness in life". These indicators characterize the subjective well-being of students

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that is a specific concept in relation to psychological well-being and reflects only its conscious part. Thus, the most striking indicators of the conscious part of students' well-being are *subjective assessment of academic success, assessment of success in life, assessment of health, as well as satisfaction with romantic relationships* ($p \leq 0.004$). It is important for students to feel that they are "healthy", "strong", "successful in their studies", "not stupid", "there is every chance to graduate", "they have no problems with teachers", and it is also important to "be attractive", "to feel loved", "to have a friend", and "to feel the support of loved ones". This ensures inner harmony, a sense of self-expression in the main types of activity for this age – educational activities and intimate personal communication. Therefore, through understanding of their own success in studies, satisfaction in close relationships, good health, students come to perceive themselves as happy ones.

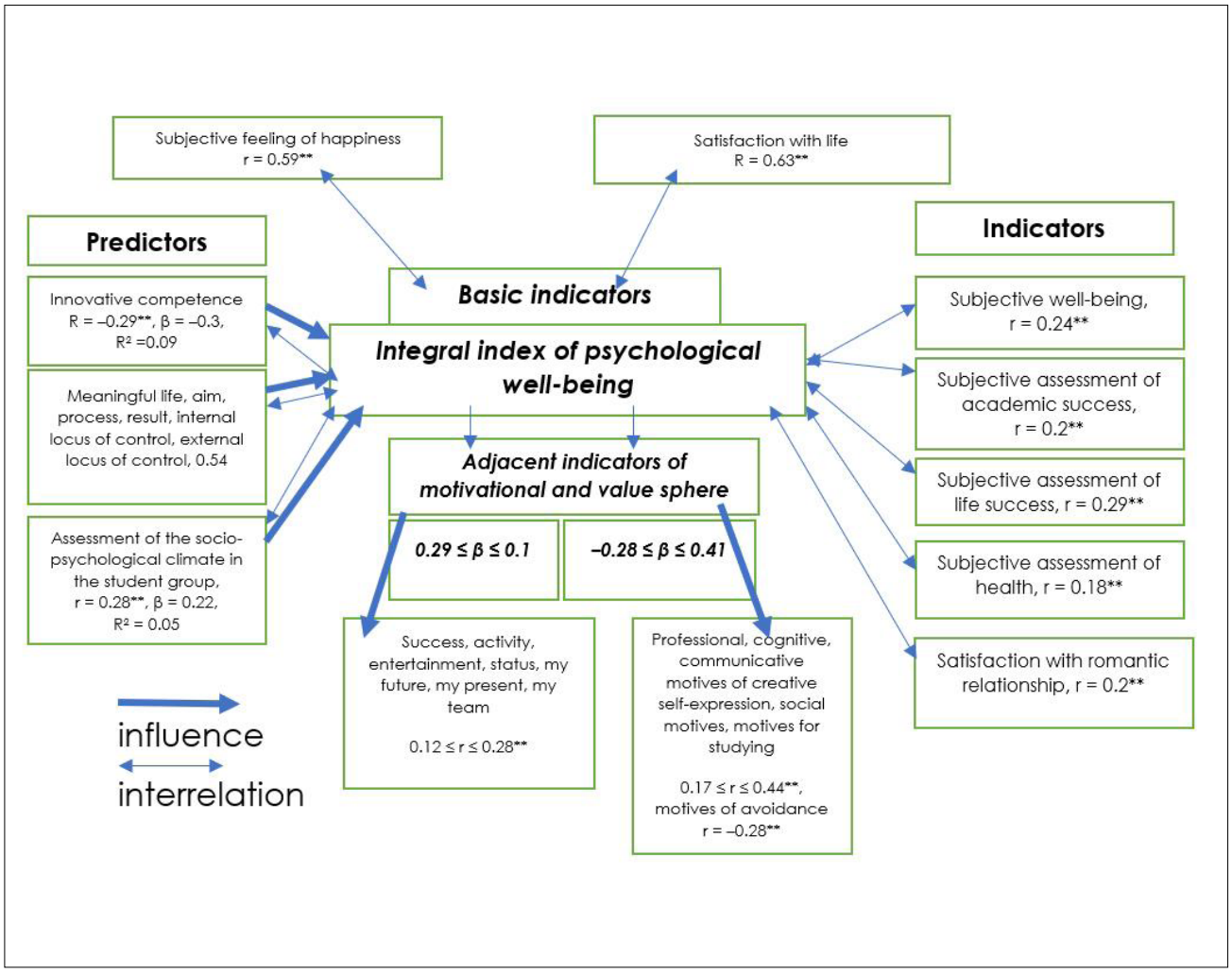

Figure 2. Structural-functional model of students' psychological well-being (based on data from correlation and regression analyses)

*Legend: ** – significance of differences $p \leq 0.010$.*

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The integral indicator of the psychological well-being of students is also associated with the most important indicators of the *motivational-value sphere of the individual*. Psychological well-being is most closely associated with the *attitude towards self in the present and the idea of self in the future* (r = 0.28; p = 0.02). The higher the indicators of psychological well-being are, the more positive ideas students have about what is happening here and now, at the current moment in time, and about what will happen tomorrow. There is a feeling of stability, controllability of individual life, and an understanding that "everything is going as it should". Also, the integral level of psychological well-being in students correlates with such motivational and meaning categories as *success, status, activity, entertainment, and my team*. In adolescence, it is important to feel that life is filled with events that bring positive emotions and help to "enjoy life", "enjoy every day", "live as you want, without breaking law". Their interests are not fixed on self-attitude and are not limited to educational activities. At the same time, the focus of their attention is the task of raising their status in the group, in society as a whole, achieving recognition and success in certain areas of activity, including educational and professional ones. These data find additional confirmation when considering the links between the psychological well-being of students and the most constructive motives for activity – *professional, educational, cognitive, communicative ones, and motives for creative self-expression*. That is, the higher the indicator of psychological well-being is, the more active the student is; he/she is not afraid of difficulties and is focused on overcoming them (feedback with the *'avoidance motive'* scale r = –0.28; p = 0.01). It should be noted that students with a higher level of psychological well-being more often have *professional* (U = 183.84; p = 0.001) and *educational and cognitive motives* (U = 178.76; p = 0.001). It is important for them to become highly qualified specialists and ensure the success of their future professional activities. At the same time, psychological well-being is associated with finding a job that may "please", "bring income", and "provide self-realization".

It is interesting to note that the indicator of psychological well-being is associated with the student's feeling of belonging to a team of like-minded people, with a reference group, which can be explained by a sense of security, confidence, acceptance that arise in the group, on the one hand, and on the other, the ability to share responsibility for what is happening and the result of activity. These trends, in our opinion, reflect two opposite directions of the modern maturing personality – towards the expansion, development of social experience and towards conformism, deindividualization.

The study also made it possible to identify some predictors of students' *psychological well-being*. Thus, it has been established that the *innovative competence* of the individual that implies a special susceptibility of the subject, openness to new experience and innovation, the ability to see elements of the new in a relatively well-established one, to offer a fundamentally new solution to the problem, predicts *a decrease in psychological well-being* (r = –0.29; p = 0.002; β = –0.3; R^2 = 0.09). Innovative competence is significantly higher among students with a low level of psychological well-being (U = 765; p = 0.03). Perhaps it is dissatisfaction with oneself, life, society, the traditional nature of society that provides openness to innovation, allows students to look for non-standard ways of solving life problems and organizational problems. It is also worth noting that methodology for identifying innovative competence makes an emphasis on individualistic values that may conflict with the collectivist culture of Russian society, which does not allow the subject to find oneself in society, reduces life satisfaction and well-being in general.

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An important predictor of psychological well-being is the *meaningfulness of life – aim, process, result, internal locus control, and external locus control* (r = 0.72; p = 0.004; β = 0.73; R^2 = 0.54). Psychological well-being is significantly higher among students who are aware of their own goals and get satisfaction when they achieve them. This is consistent with the researchers' view that high levels of meaningfulness predict more constructive behaviour in difficult situations, retention of personal integrity, and higher overall psychological well-being (García-Alandete, 2015).

In addition, a predictor of students' psychological well-being is the *socio-psychological climate of the student group* (r = 0.28; p = 0.006; β = 0.22; R^2 = 0.05). The degree of favourable climate in the group is associated with *the integral indicator of the psychological well-being of students* (r = 0.18; p = 0.05) and the *assessment of satisfaction with individual life* (r = 0.12; p = 0.05). Students in groups with a favourable psychological climate are distinguished by adequacy, flexibility, ability to control external activities, show the ability to capture or create conditions and circumstances suitable for meeting personal needs and achieving goals (r = 0.23, p = 0.05). The atmosphere of safety, comfort, trust, and mutual understanding contributes to the fact that students have a more positive attitude towards themselves, believe in themselves, realize and accept their positive and negative qualities (β = 0.22; p = 0.005); they strive for self-realization, development of their potentials, are ready for new experience (β = 0.15; p = 0.004); they are ready to build trusting relationships, take care of the well-being of others, empathize, make mutual concessions (β = 0.21; p = 0.005).

The study also obtained additional interpretative-phenomenological data for a deeper understanding of the model of the student's psychological well-being. With the help of content analysis of interview texts, we identified subjective indicators of achieving psychological well-being, barriers to achieving it, and resources for achieving well-being, typical for students with low and average levels of psychological well-being (Table 1).

Table 1
*Indicators, barriers, and resources for achieving the psychological well-being of students (according to the results of content analysis, the criterion φ * – Fisher's angular transformation)*

Indicators	Frequency of mentions (%)		*Empirical value φ**
	Students with a low level of psychological well-being (n = 159)	Students with an average level of psychological well-being (n = 141)	
Subjective indicators of achieving psychological well-being			
Achieving goals	12.6 %	30.5 %	3.84**
I have already achieved…	0.6 %	5.7 %	2.83**
Professional satisfaction	–	3.5 %	3.25**
Internal balance	19.4 %	3.5 %	4.63**
When I deserve it	1.3 %	–	1.97*

Table 1
*Indicators, barriers, and resources for achieving the psychological well-being of students (according to the results of content analysis, the criterion φ * – Fisher's angular transformation)*

Indicators	Frequency of mentions (%) Students with a low level of psychological well-being (*n* = 159)	Students with an average level of psychological well-being (*n* = 141)	*Empirical value φ**
Gaining confidence	–	2.8 %	2.9**
Achieved separation	1.3 %	4.3 %	1.63*
Barriers for psychological well-being			
Fears	8.2 %	2.1 %	2.5**
Conflicts	–	2.1 %	2.51**
Leaving the comfort zone	5.03 %	–	3.89**
Multitasking	–	1.4 %	2*
Bad habits	1.3 %	–	1.98*
Absence of support and understanding	–	3.6 %	3.3**
Health	2.5 %	–	2.75**
Absence of barriers	2.5 %	20.6 %	5.39***
Resources to achieve psychological well-being			
Goal-setting, purposefulness	11.9 %	21.3 %	2.2*
Self-developent	10.7 %	19.1 %	2.1*
Self-organization	5 %	1.4 %	1.85*
Overcoming laziness	3.1 %	–	3.1**

*Note: * – significance of differences p ≤ 0.050, ** – significance of differences p ≤ 0.010, *** – significance of differences p ≤ 0.001.*

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Students with a low level of psychological well-being put *indicators* related to achieving internal balance, calmness, confidence (1R), finding harmony with themselves, the world, reducing anxiety, fears for the future (2R), with the achievement of existential fulfilment (3R) and happiness (4R) on the first rating positions. At the same time, gaining financial independence and achieving more specific objectified life goals (getting a profession, separation from parents) fade into the background, compared to students with a higher index of psychological well-being, for whom these goals are either a priority (1–3R), or have already been achieved ("has already achieved well-being").

The same tendencies are manifested in students when describing *barriers to psychological well-being*. Thus, psychologically disadvantaged students believe that they are hindered by their own laziness, unwillingness to leave the comfort zone (1R), bad character, negative personality traits, bad habits (2R), social fears (3R), lack of motivation, interests, goals (4R), "myself", in particular poor health (5R) – i.e. there is a fixation on their negative traits and destructive psycho-emotional states that block the potentials of the subject, prevent self-expression, satisfaction with life and himself/herself. It is interesting that students consider labour, work (1R), study, education (2R), family creation (3R), wealth (4R) *as resources for increasing their psychological well-being*, realizing that the condition for achieving this is self-organization and the fight against laziness. This, to a greater extent, reflects the external, "visible" side of well-being in the social context, but practically does not affect the mental system of resources, which can change the self-attitude and world view of the subject.

Students with an average level of psychological well-being note the absence of barriers, believing that "nothing prevents them" from reaching a higher level of well-being (1R), except for their own laziness (2R), adverse external conditions (3R), lack of finances and time (4R). They also see conflict, lack of social support, and multitasking as obstacles. In this case, the students' position is more realistic; faith in individual strengths, combined with an objective assessment of the life context, becomes the guarantor of constructive overcoming of emerging barriers. As the main resources for overcoming barriers, students consider their own purposefulness, the ability to set adequate goals (1R), the desire for self-development, and the willingness to work for themselves (2R), as well as strong-will (3R) and communicative qualities (4R). There is a shift in emphasis from the importance of socially determined resources towards awareness of individual responsibility, subjectivity, and resourcefulness.

Thus, we can say that the results of the empirical study partially made it possible to verify the theoretical model described in the article in terms of proving the structure, subjective indicators, functions, and factors of students' psychological well-being.

Conclusions

1. Psychological well-being is an integral characteristic of an individual's states that ensure the consistency of mental functions and processes, the achievement of internal balance and subjective integrity. Its main indicators that characterize the conscious part of the psychological well-being of students (subjective well-being) are the feeling of happiness and satisfaction with individual life. Subjective indicators of students' psychological well-being are a high assessment of the state of health, vitality (psychophysiological level), assessment of academic success and success in life, including self-understanding, self-acceptance and self-projection (individual-psychological level), and satisfaction with romantic and interpersonal relationships (socio-psychological level).

2. There are differences in subjective indicators of achieving psychological well-being, barriers to its achievement, and resources for achieving well-being among students with low and medium levels of psychological well-being. This must be taken into account when organizing individual psychological assistance to students in order to increase the index of their psychological well-being.

3. The integral indicator of the student's psychological well-being is associated with the characteristics of the motivational-value sphere. There is a direct relationship between the well-being index and self-perception and attitude towards self in the present and future, social activity and academic success, with the desire of students to have a high status, have fun, work in a team, as well as with the development of professional, educational, creative, communicative and social motives, and with the motivation to overcome life's difficulties.

4. The predictors of psychological well-being are (a) the innovative competence of students, which is manifested in the degree of their activity, creativity, purposefulness, responsibility, sociability, diligence, openness to new experience and inclination to leadership, ability to work in a team and self-efficacy, (b) meaningfulness of life, which is manifested in understanding the meaning, purpose, process of individual development, understanding the desired results, and realization of internal and external locus of control (endo-predictors), and also (c) interpersonal relationships and the socio-psychological climate of the study group (exo-predictors).

5. Psychological well-being performs not only hedonistic, protective, and stabilizing functions that provide students with a state of psychological comfort, security, happiness, harmony, and life satisfaction, but also eudemonistic, anticipatory, adaptive, resource functions that provide self-confidence, activity, personal growth, and coping with life's difficulties.

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A. G. Samokhvalova wrote the abstract, keywords, and highlights, structured the article, contributed to the research design, research methodology, and theoretical description of the model, formulated the conclusions.

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O. N. Vishnevskaya worked with Russian-language sources, collected the empirical data, and compiled the reference list.
N. S. Shipova worked with English-language sources and performed statistical data analysis.
E. V. Asriyan contributed to the theoretical description of the model, coordinated research results with colleagues from Armenia, and edited the manuscript.

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