

The structure of emotional well-being of schoolchildren

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Abstract

Introduction. At the current stage of development of the education system, the issues of formation and preservation of emotional well-being of schoolchildren are becoming especially important. The focus of this article is the definition of the structure of schoolchildren's emotional well-being and the identification of the peculiarities of the interrelation of its components, including separately by groups, boys and girls. **Methods.** The study was carried out in Yekaterinburg schools. It involved 700 schoolchildren of 5-9 grades. Of them - 402 boys and 298 girls. The following psychodiagnostic tools were used: the technique "Scales of positive and negative affect" (E.N. Osin, 2012); the questionnaire "Mental stability" (Clough, Earle, & Sewell, 2002, adapted by Malykh S.B., Ismatullina V.I., Kolyasnikov P.V., Lobaskova M.M.); questionnaire "Multidimensional scale of life satisfaction of schoolchildren" (E.S. Hübner, 1994, adaptation of Sychev O.A., Gordeeva T.O., Lunkina M.V., Osin E.N., Sidneva A.N.); questionnaire "Strengths and weaknesses" (Goodman R., 2001). For statistical data processing, correlation analysis using Spearman's method with correction for multiple comparisons (Hill's method) was used; exploratory factor analysis with oblique rotation (oblimin) using the MINRES method. **Results.** It was found that the structure of emotional well-being of schoolchildren is represented by three components - emotional, cognitive, and destructive - and has some gender peculiarities. The structure of girls' emotional well-being correlates with the general structure, and the structure of boys' emotional well-being has some differences and is formed by the cognitive component, negative emotional component and positive emotional component. **Discussion.** For the first time, the structure of emotional well-being was considered not

as a whole sample but by groups - boys and girls. The ideas obtained expand the available in science ideas about the phenomenon of emotional well-being. The results of the study can be used to develop psychological support programs for schoolchildren with a focus on preserving their emotional well-being.

Keywords

well-being, emotional well-being, emotional well-being structure, students, positive affect, negative affect, school satisfaction

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Introduction

In recent decades, the school education system has undergone significant changes. In the new conditions being formed, the requirements both for the teacher and for the student are changing. The basic education becomes more and more oriented not only to the formation of subject knowledge and mastery of general cultural competencies, but also to the formation of a holistic and well-being personality. In this context, a special role is assigned to the formation of emotional well-being, as it is fundamental in the formation of knowledge and competencies, as the well as building of communication with all subjects of the educational process.

It should be noted that the educational process and the educational environment are related to the emotional state of the student and can both contribute to the manifestation of positive emotions, positive self-esteem, high motivation for learning (Dementieva et al., 2021) and lead to frustration, disappointment, formation of negative perceptions about themselves and the learning process (Ivanova, Stepanova, 2024). Based on this, we can say that emotional well-being is a phenomenon formed and manifested in the educational process and environment. In this regard, it is relevant to determine the understanding of its essence and content.

Content and structure of the phenomenon of emotional well-being

Despite the fact that the phenomenon of emotional well-being is actively studied in psychology, to date there is no unified and unambiguous idea of its content and structure.

Analyzing the data available today in psychological science, we can distinguish the following key ideas about the content of emotional well-being: as a balance of positive and negative affect, with the emphasis on the fact that the more positive affect a person experiences, the greater his or her quality of life (Bradburn, 2019); as the ability and skill to express their emotions and the success of self-regulation of a person (Nikulina, 2008); as a set of emotional comfort and self-relationship (Pankova, 2011); as a positive emotional state of the individual (Pankova, 2011); as a positive emotional state of the person (Pankova, 2011); as a positive emotional state of the person (Pankova, 2011).

Summarizing the available ideas on the content of emotional well-being, we can highlight a number of common points. Almost all researchers consider this phenomenon from the position of a positive emotional state. In this regard, it is important to note that any emotional state always has time limits in its manifestation, so the phenomenon of "emotional well-being" is not static, and its manifestation can be influenced by various factors (both external and internal). However, it is important to note that each researcher emphasizes different aspects and that the content of this phenomenon includes:

- a set of characteristics of the emotional state, reflecting satisfaction, comfort, etc.;
- the ability to manage emotions, emotional self-regulation;

The fulfillment of needs is reflected in relationships with the world.

It should be noted that unity in the representation of structural components (both in quantity and in their qualitative content) is also currently lacking. We can distinguish the following representations that describe the components of emotional well-being and present its structure.

S. Lubomirski and H. Lepper describe emotional well-being as a phenomenon consisting of three components, namely, positive affect, negative affect (i.e., affective appraisals), and life satisfaction (i.e., cognitive appraisals) (Lyubomirsky & Lepper, 1999).

S.C. Feller and colleagues, based on the position that emotional well-being is an umbrella concept, include the following components in its structure: positive emotions and mood, relative absence of negative emotions, moods and states (e.g., stress, sadness, loneliness); sense of meaning and purpose; quality of life; life satisfaction; satisfaction with life; satisfaction with other areas of life (e.g., job satisfaction, relationship satisfaction) (Feller et al., 1999).

Y.B. Grigorova distinguishes two components of emotional well-being - general, including the emotional background of the personality (predominance of the experience of happiness or anxiety) and differential, formed by life satisfaction (satisfaction with work, satisfaction with relations with others, satisfaction with the state, satisfaction with one's position, etc.) (Grigorova, 2019).

T. Mayr and M. Ulich proposed a structure of social-emotional well-being consisting of the following components: rapport/social engagement; self-control/thoughtfulness; self-affirmation; emotional stability/ coping with stressful situations; task orientation; and enjoyment of exploration (Mayr & Ulich, 2009).

S.M. Lamers and colleagues, based on the views of E. Diener presents emotional well-being as consisting of an emotional component that emphasizes positive emotions, such as joy and happiness, and a cognitive component that includes the assessment of life satisfaction. However, the authors note that emotional well-being can include not only positive emotions, but also dispositions, such as optimism and a sense of humor and other positive psychological constructs (Lamers et al., 2012).

O.A. Eliseeva described the structure of emotional well-being of adolescents in correlation with different levels of safety of the educational environment. The structure of emotional well-being of adolescents in an educational environment with a high level of safety is formed by three elements: "Emotional", reflecting the emotional sphere of adolescents, "Cognitive", which summarizes the cognitive aspects of well-being, and "Activity", which includes one variable - the activity of the subject itself (Eliseeva, 2011).

T.V. Arkhireeva suggests a slightly different structure of emotional well-being, considering it on the example of a junior schoolchild. According to the author, it is made up of two components. The first is emotional, consisting of positive emotions, and the second is cognitive and evaluative, consisting of satisfaction with relationships with parents, teacher, and peers; satisfaction with success in learning activities; assessment of the ability to organize and manage their lives; optimism in assessing the prospects of future life (Arkhireeva, 2017).

I.E. Belyakova, M.A. Kecherukova present emotional well-being as physical, emotional, financial, social, and professional aspects of personality realization (Belyakova & Kecherukova, 2022).

E. Langeland considers the structure of this phenomenon as consisting of the experience of happiness, pleasant emotions, and good feelings, manifestation of emotional vitality (Langeland, 2023).

E. A. Iovino proposes to consider the structure of emotional well-being from the perspective of multiple dimensions that reflect how a person feels in the moment, in general, and in relation to life (Iovino et al., 2021).

Two components in the structure of emotional well-being, which are found in one form or another in all authors, are emotional (positive and negative affect) and cognitive (satisfaction with various spheres of life). However, it should be noted that the structure is not limited to these two components; the authors also identify other components, self-regulation mechanisms, activity, life goals, dispositions of control and optimism, etc., which emphasizes the complexity and ambiguity of this phenomenon.

Emotional well-being of schoolchildren

It is important to note that the specific content of these components reflects, among other things, the specificity of age. If we consider the structure of emotional well-being in relation to the school age, it will differ from an adult by its content, first of all, in the cognitive component, because the spheres of life of a schoolchild are different from an adult.

At the same time, given the specifics of school age (the main focus is on learning activities and age formation), it can be assumed that the structure of emotional well-being of a schoolchild, along with positive components (prevalence of positive emotions, psychological stability, self-regulation, etc.), may include elements that hinder emotional well-being, such as the presence of psychological and emotional problems manifested in behavior and relationships with peers, teachers, and parents (Choi, 2018).

Emotional well-being of a schoolchild is understood by us as a stable emotional and positive state of a child in the educational environment, based on the satisfaction of age-appropriate needs, awareness of experiencing one's own emotions, and possession of emotional regulation skills (Pecherkina et al., 2023). Accordingly, its structure consists of the emotional component (includes positive and negative affect, mental stability), cognitive component (includes satisfaction with such spheres as school, peers, teachers, and family). Given the positive orientation of the consideration of emotional well-being, we can assume that its structure should lack components with a negative orientation.

It is important to note that emotional well-being may have gender differences. Research suggests that, for example, girls have higher levels of neuroticism during adolescence than boys. Furthermore, neuroticism peaks in girls in this age period when considered in comparison to all age periods (Soto et al., 2011). Also, girls have higher emotional abilities, while boys have higher emotional self-esteem (D'Amico & Geraci, 2022). Furthermore, girls are characterized by higher levels of emotional preoccupation and personal distress, difficulty recognizing feelings, and less orientation to the outside world than boys (Trentini et al., 2022).

Purpose and hypotheses of the study

Emotional well-being is a complex phenomenon, whose structure is represented by several components. The above-mentioned actualizes the following problematic questions: What components are included in the structure of emotional well-being of schoolchildren? What is the content of these structural components? Are there differences in the structure of emotional well-being between boys and girls?

The purpose of this study is to determine the structure of emotional well-being of schoolchildren and to identify the peculiarities of the interrelation of its components taking into account gender specifics.

The hypothesis of the study was the assumption that the emotional well-being of schoolchildren is made up of emotional and cognitive components and has gender specificity.

Methods

Participants

The study involved 700 schoolchildren aged 5-9 in the city of Yekaterinburg (402 boys, 298 girls). Participants were informed about the objectives of the study, and participation was voluntary.

Methods

The following techniques were used to conduct the empirical study:

- Positive and Negative Affect Scales (SPANAS) methodology (E.N. Osin, 2012). It assesses the ratio of positive and negative emotions and contains the scales «Positive affect», «Negative affect».
- The Mental Toughness Questionnaire (MTQ10) (Clough, Earle, & Sewell, 2002, adaptation of Malykh S.B., Ismatullina V.I., Kolyasnikov P.V., Lobaskova M.M., 2021), assesses the mental toughness of personality.
- The questionnaire "Multidimensional Scale of Life Satisfaction of Schoolchildren" (MSLS/SHUJI) (E.S. Hübner, 1994, adaptation of Sychev O.A., Gordeeva T.O., Lunkina M.V., Osin E.N., Sidneva A.N., 2018). It is aimed at determining life satisfaction of a school student and contains the scales: "Family", "School", "Teacher", "Myself", "Friends".
- Strengths and Weaknesses Questionnaire (Goodman R., 2001, adapted from E. Slobodskaya, M. Rosenbush, N. Bodiagina, S. Gracheva, G. Knyazeva, V. Gafurov, 2020). Assesses the impact of the child's existing problems on his/her social functioning, as well as social activity as a positive trait. Contains the scales "Prosocial behavior", "Hyperactivity", "Emotional symptoms", "Behavior problems", "Problems with peers", "Total number of problems".

Data analysis

The Shapiro-Wilk test was conducted to test variables for normality of distribution; Spearman's correlation analysis with multiple comparisons correction (Hill method) was used to identify relationships between emotional well-being indicators; exploratory factor analysis with oblique rotation (oblimin) using the MINRES method was conducted to determine the structure of emotional well-being.

Results

Before conducting factor analysis, we checked for normality of distribution using the Shapiro-Wilk test for the variables, which, according to our assumption, should form factors in the structure of schoolchildren's emotional well-being. The results are presented in Table 1.

Table 1

Shapiro-Wilk test results

Scale	Minimum	Maximum	Average	Standby off.	Shapiro-Wilk criterion	p-level of significance
Positive affect (PA)	6	50	17,538	8,91	0,915	0,000
Negative affect (NA)	6	50	30,296	10,84	0,971	0,000
Emotional symptoms	0	10	2,862	2,67	0,894	0,000
Family	9	30	23,146	4,78	0,938	0,000
Friends	6	30	24,48	5,13	0,896	0,000
School	6	30	20,701	5,50	0,980	0,000
I'll do it myself	7	30	22,525	5,51	0,949	0,000
Teachers	6	30	21,575	5,61	0,965	0,000
Hyperactivity	0	9	3,123	2,28	0,944	0,000
Prosocial behavior	0	10	7,148	2,27	0,929	0,000
Mental toughness	1	10	6,763	1,39	0,970	0,000
Behavior problems	0	9	2,483	1,90	0,889	0,000
Peer problems	0	8	2,93	1,97	0,944	0,000

All the variables we study do not follow a normal distribution, based on this, non-parametric methods will be used in the study.

At the first stage, to determine the indicators relationship between the studied that form the emotional well-being of schoolchildren, a correlation analysis using Spearman's method was conducted. The results are presented in Table 2.

Table 2

Results of the correlation analysis of indicators of emotional well-being of schoolchildren

	6	7	8	9	10	11	12	13
1. Family	0.17***	-0.37*	0.22*	0.33*	-0.31*	-0.37*	-0.25*	-0.27*
2. Friends	0.19***	-0.44*	0.18*	0.38*	-0.38*	-0.37*	-0.27*	-0.3*
3. school	0.19***	-0.40*	0.21*	0.41*	-0.37*	-0.31*	-0.26*	-0.24*
4. Myself	0.32**	-0.41*	0.23*	0.35*	-0.35*	-0.43*	-0.25*	-0.4*
5. Teachers	0.39***	-0.31***	0.21*	0.36*	-0.32*	-0.4*	-0.29*	-0.48*
6. Positive affect (PA)	1	0.08	0.21*	0.38*	-0.35*	-0.33*	-0.26*	-0.36*
7. Negative affect (NA)		1	-0.03	-0.19*	0.44*	0.60*	0.44*	0.34*
8. Mental stability			1	0.23*	-0.15*	-0.09	-0.08	-0.1
9. Prosocial behavior				1	-0.42*	-0.24*	-0.38*	-0.41*
10. Hyperactivity					1	0.57*	0.57*	0.4*
11. Emotional symptoms						1	0.56*	0.53*
12. Behavior problems							1	0.5*
13. Problems with peers								1

Note. * correlation is significant at the 0.05 level, ** correlation is significant at the 0.01 level, *** correlation is significant at the 0.001 level

According to the results of the correlation analysis, positive affect was found to have a direct connection with all spheres of life satisfaction: "Family" ($r=0.17$; $p<0.001$), "Friends" ($r = 0.19$; $p<0.001$), "School" ($r= 0.19$; $p<0.001$), "Myself" ($r= 0.32$; $p<0.01$), "Teachers" ($r = 0.39$; $p<0.001$). Negative affect has an inverse relationship with these same domains of life satisfaction ("Family" ($r=0.37$; $p<0.05$), "Friends" ($r= 0.44$; $p<0.05$), "School" ($r= 0.40$; $p<0.001$), "Myself" ($r= 0.41$; $p<0.05$), "Teachers" ($r= 0.31$; $p<0.001$)). Mental stability was

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related to all domains of life satisfaction and positive affect ("Family" ($r=0.22$; $p<0.05$), "Friends" ($r=0.18$; $p<0.05$), "School" ($r=0.21$; $p<0.05$), "Myself" ($r=0.23$; $p<0.05$), "Teachers" ($r=0.21$; $p<0.05$), "Positive affect" ($r=0.21$; $p<0.05$)), with no association with negative affect. Prosocial behavior also has a direct relationship with all areas of life satisfaction ($r=0.33$ to 0.41 ; $p<0.05$), as well as positive affect ($r=0.38$; $p<0.05$), mental stability ($r=0.23$; $p<0.05$) and an inverse relationship with negative affect ($r=-0.19$; $p<0.05$). Problems such as hyperactivity, emotional symptoms, behavior problems, and peer problems have an inverse relationship with all domains of life satisfaction ($r=-0.24$ to -0.43 ; $p<0.05$), positive affect ($r=-0.25$ to -0.36 ; $p<0.05$), and a direct relationship with negative affect ($r=0.34$ to 0.60 ; $p<0.05$).

The result obtained indicates that the indicators we have identified are related to each other. Therefore, they can form a factor model that will represent the structure of emotional well-being of schoolchildren.

The data for the scales were tested using the Kaiser-Meyer-Olkin test to assess the suitability of the scales for factor analysis. The value of the Kaiser-Meyer-Olkin test was 0.84, which is a good indicator to perform factor analysis between the scales. Furthermore, the suitability of the factor analysis was confirmed by the results of the calculation of Bartlett's criterion of sphericity with $\chi^2 = 620.77$, $df = 78$, $p < 0.001$. Parallel analysis was used to determine the number of factors, which turned out to be equal to 3.

In the second step, an exploratory factor analysis with oblique rotation (oblimin) was performed using the MINRES method. The results are presented in Table 3.

Table 3

Results of exploratory factor analysis of schoolchildren's emotional well-being

	Factor 1	Factor 2	Factor 3
Family	0,73	-0,04	-0,01
School	0,79	-0,02	-0,07
Teachers	0,89	0,10	-0,06
I'll do it myself	0,82	-0,02	0,06

	Factor 1	Factor 2	Factor 3
Friends	0,65	-0,10	0,21
Positive affect	0,17	-0,20	0,63
Negative affect	-0,19	0,65	0,49
Mental toughness	0,30	0,05	0,21
Prosocial behavior	0,35	-0,16	0,38
Hyperactivity	-0,09	0,63	-0,12
Emotional symptoms	-0,05	0,79	0,05
Behavior problems	0,11	0,78	-0,14
Peer problems	-0,08	0,57	-0,26
Total load	3,51	2,64	1,01
Percentage of variability explained	0,27	0,20	0,08
Share of explained variability, cumulative	0,27	0,47	0,55

The first factor is formed by the following variables: satisfaction with teacher (0.89), self (0.82), school (0.79), family (0.73), friends (0.65), and mental stability (0.3). The factor shows the relationship between satisfaction with different areas of one's own life, which relate to both the learning process, close relationships, and self-image, and the ability to resist negative environmental influences. The factor was named the "Cognitive Component".

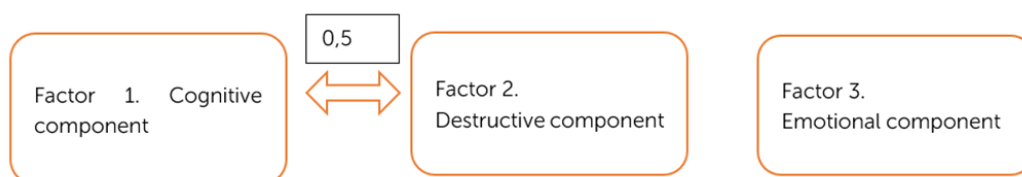
The next factor is formed by variables representing problems, namely emotional symptoms (0.79), behavior problems (0.78), hyperactivity (0.63), peer problems (0.57) and negative affect (0.65). The factor reflects the relationship between schoolchildren's weaknesses manifested in the set of problems they experience. These problems in schoolchildren are expressed in mismatch of their emotional reactions and the situation, manifestation of difficulties with self-control, building relationships with other children, inadequate activity, difficulties with concentration, as well as manifestation of negative emotions such as depression, anxiety, nervousness, etc. This factor is called the «destructive component".

The last factor is formed by positive affect (0.63), negative affect (0.49), and prosocial behavior (0.38). The factor reflects the relationship of emotional experiences with prosocial behavior. The factor represents a combination of positive emotions such as passion, joy, interest, and negative emotions such as irritability, shame, anxiety, and includes socially acceptable behavior related to the child's compliance with rules and norms and the ability to cooperate with others. Positive and negative emotions in a school child can be assumed to be related to socially approved and acceptable behavior, so the requirement to follow certain social norms can cause negative feelings in the case of inconsistency or inaccessibility of their implementation. The factor was named the "Emotional component".

It is important to note that the cognitive and destructive components are interrelated (Figure 1). The more pronounced are the variables of the "Destructive component" factor, the less pronounced are the variables of the "Cognitive component" factor. This indicates that the presence of negative experiences in schoolchildren leads to a decrease in satisfaction in different spheres of life, so the presence of problems can be considered as a factor that prevents a schoolchild from being satisfied. At the same time, no connection was established with the emotional component; therefore, the experience of satisfaction is not connected with the experiences caused by prosocial activity.

Figure 1

Relationship of structural components of schoolchildren's emotional well-being



Since the emotional sphere of boys and girls according to the research data has some differences, we assumed that the structure of emotional well-being in them may also have differences. For this purpose, we constructed exploratory models of emotional well-being for 2 groups, boys and girls.

Let us begin by analyzing the obtained factor model of emotional well-being in the group of boys.

Data for the scales were tested using the Kaiser-Meyer-Olkin test to assess the adequacy of the scales for factor analysis. The Kaiser-Meyer-Olkin test was 0.85, which is a good indicator for performing factor analysis between the scales. Furthermore, the adequacy of the factor analysis was confirmed by the results of the calculation of Bartlett's criterion of sphericity with $\chi^2 = 666.87$, $df = 78$, $p < 0.001$. Parallel analysis was used to determine the number of factors, which turned out to be equal to 3.

Exploratory factor analysis with oblique rotation (oblimin) was performed using the MINRES method (Table 4).

Table 4
The structure of emotional well-being of boys

	Factor 1	Factor 2	Factor 3
Family	0,78	-0,06	0,08
Friends	0,79	-0,05	-0,08
School	0,88	0,07	-0,15
I'll do it myself	0,79	-0,06	0,14
Teachers	0,63	-0,06	0,35
Positive affect (PA)	0,12	-0,01	0,76
Negative affect (NA)	-0,17	0,85	0,37
Mental toughness	0,36	0,12	0,1
Prosocial behavior	0,29	-0,19	0,26
Hyperactivity	-0,06	0,62	-0,17
Emotional symptoms	-0,13	0,67	-0,13
Behavior problems	0,15	0,75	-0,27
Peer problems	-0,07	0,47	-0,4

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	Factor 1	Factor 2	Factor 3
Load	3,53	2,62	1,33
Part of the explained variance	0,27	0,2	0,1
The part of explained variance accumulated by	0,27	0,47	0,58

The model obtained for boys has some differences compared to the general model. The first factor is formed by the variables "satisfaction with school" (0.88), "satisfaction with self" (0.79), "satisfaction with friends" (0.79), "satisfaction with family" (0.78), "satisfaction with teacher" (0.63), and "mental stability" (0.36). The factor obtained by analogy with the general model represents the "Cognitive component" of emotional well-being.

The next factor contains the variables of problems faced by the schoolchild, namely: "negative affect" (0.85), "behavior problems" (0.75), "emotional symptoms" (0.67), "hyperactivity" (0.62), "peer problems" (0.47) and "negative affect" (0.5). The factor combines the negative experiences of the pupil. It can be assumed that the pupil experiences problems because of expressed negative experiences such as anxiety, shame, fear, etc. The factor was named the «negative emotional component».

The third factor is formed by positive affect (0.76), negative affect (0.37) and teacher satisfaction (0.35). This factor reflects the emotional reactions that are related to teacher satisfaction. This result indicates that the relationship with the teacher plays a significant role in shaping the directionality of emotional experiences of the schoolchildren. The factor was named "Positive emotional component".

According to the model obtained, boys have more negative emotions related to problems, whereas the manifestation of positive emotions is related to the satisfaction with the teacher.

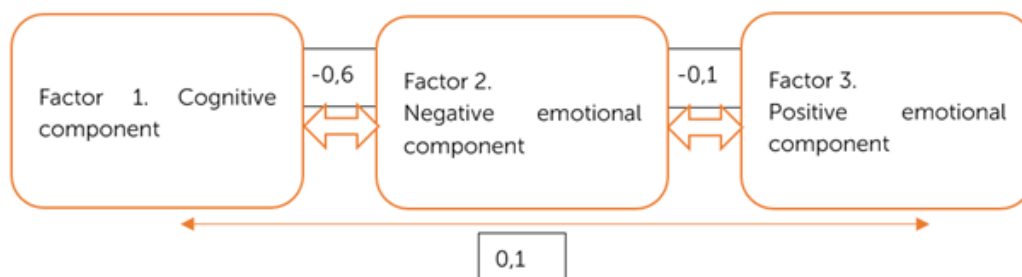
In this model, the factor "Cognitive factor" has an inverse relationship with the factor "Negative emotional component" and is also very weakly related to the factor "Positive emotional component". The factor "Positive emotional component" has a very weak inverse relationship with the factor "Negative emotional component" (Figure 2).

Thus, the emotional well-being of schoolboys is formed by a cognitive component, a negative emotional component and a positive emotional component.

Next, let us consider the obtained factor model of girls' emotional well-being.

Figure 2

Relationship of structural components of emotional well-being in boys



Data for the scales were tested using the Kaiser-Meyer-Olkin test to assess the adequacy of the scales for factor analysis. The value of the Kaiser-Meyer-Olkin test was 0.86, which is a good indicator for conducting factor analysis between scales. Additionally, the adequacy of conducting factor analysis was confirmed by the results of the calculation of Bartlett's sphericity criterion with $\chi^2 = 607.24$, $df = 78$, $p < 0.001$. Parallel analysis was used to determine the number of factors, which turned out to be equal to 3.

Exploratory factor analysis with oblique rotation (oblimin) was performed using the MINRES method (Table 5).

Table 5

The Structure of Girls' Emotional Well-being

	Factor1	Factor 2	Factor 3
Family	0,63	0,01	-0,05
Friends	0,78	-0,03	-0,07
School	0,89	0,05	-0,03
I'll do it myself	0,85	0,03	0,05

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	Factor1	Factor 2	Factor 3
Teachers	0,68	-0,07	0,14
Positive affect (PA)	0,14	-0,23	0,66
Negative affect (NA)	-0,23	0,51	0,51
Mental toughness	0,2	0	0,28
Prosocial behavior	0,27	-0,29	0,37
Hyperactivity	-0,06	0,67	-0,17
Emotional symptoms	0,02	0,84	0,04
Behavior problems	0,07	0,77	-0,01
Peer problems	-0,07	0,63	-0,15
Load	3,35	2,7	1,03

	Factor1	Factor 2	Factor 3
Part of the explained variance	0,26	0,21	0,08
The part of explained variance accumulated by	0,26	0,47	0,54

The first factor included variables such as satisfaction with school (0.89), self (0.85), friends (0.78), teachers (0.68) and family (0.63). This factor was named the "Cognitive component".

The second factor was formed by emotional problems (0.84), behavior problems (0.77), hyperactivity (0.67), peer problems (0.67), and negative affect (0.51). This factor combined problems and negative affect and was named the "Destructive Component".

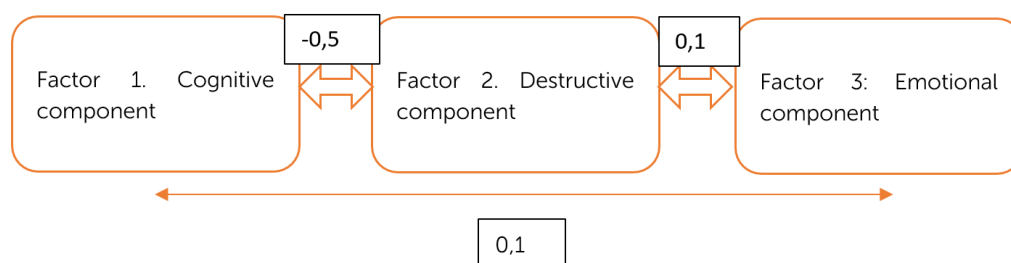
The third factor is formed by positive affect (0.66), negative affect (0.51), and prosocial behavior (0.37). This factor was named the "Emotional component".

Analyzing the structure of emotional well-being obtained on the group of girls, we can conclude that it generally repeats the general structure, except that in the cognitive component there is no such indicator as mental stability.

The factor "Cognitive component" has an inverse relationship with the factor "Destructive component" and a very weak relationship with the factor "Emotional component". The factor "Emotional component" has a very weak connection with the factor "Destructive component" (Figure 3).

Figure 3

Relationship of structural components of emotional well-being in girls



Taking into account that the variable "mental stability" is missing in the obtained factor model of girls' emotional well-being, and considering this in the context of the inverse relationship of the cognitive component with the destructive component, it can be assumed that in girls the influence of problems and negative experiences on satisfaction will be stronger than in boys.

Discussion

We obtained models of emotional well-being of schoolchildren, which partially agree with the general idea of the structure of emotional well-being as a set of cognitive (satisfaction) and emotional (positive and negative emotions) components presented in the works of T.V. Arkireeva (2017), Y.B. Grigorova (2019), O.A. Eliseeva (2011), S. Lubomirski, H. Lepper (1999).

The destructive component, which is formed by the presence of problems in schoolchildren and negative affect, was also included in the structure obtained by us. This component has an average inverse relationship with the cognitive component, which allows us to consider it as an obstacle to achieving satisfaction in different spheres of a schoolchild's life. Therefore, the destructive component can be considered, among other things, as an indicator of a schoolchild's disadvantage. It is important to note that well-being and disadvantage are considered from the position of both dependent and independent phenomena (Ryff, et al., 2006). Our results show the connection between satisfaction with various spheres of life and disadvantage. If a schoolchild is dominated by negative experiences, it leads to dissatisfaction with himself and his studies, as well as with relations with those with whom he is in constant communication. In this case, it is possible to consider well-being and disadvantage as related phenomena. This is consistent with the view of C. Ryff and colleagues (2006), R. Nes and colleagues (2008), Zhao M. Y., Tay L (2023), who consider the phenomenon of "well-being" from the perspective of the absence of signs of disadvantage.

At the same time, it is important to note that the detected relationship persists in gender-specific models. This result partially agrees with the results of the study by P. S. Morrison, I. Liu, D. Zeng. The authors found a relationship between well-being experience and disadvantage in a group of students, but the relationship found was not strong (Morrison et al., 2023).

In boys, the structure of emotional well-being is formed by the cognitive component, negative emotional component and positive emotional component. An inverse relationship was found between the cognitive component and the negative emotional component and a very weak relationship with the positive emotional component. In the positive emotional component, the variable "positive affect», which is related to teacher satisfaction, was found to be the most loaded variable. The obtained result is consistent with the provisions of E.S. Popovicheva about the role of the teacher in maintaining

the well-being of the schoolchild (Popovicheva, 2023). E.S. Popovicheva relied on the research of D. Kim, J. Kim (2013), L. Tian and colleagues (Tian et al., 2013), in which it was found that the level of schoolchildren's well-being is related to the teacher, who should teach schoolchildren to realistically assess their strengths and weaknesses, as well as provide control over the social-emotional characteristics of students.

The structure of emotional well-being of school-age girls corresponds to the general structure, but the variable "mental stability" was not included in the cognitive component. This result does not agree with N.Y. Litvinova's view that mental stability is a condition of subjective well-being. The author in her theoretical analysis came to the conclusion that forcedness of mental stability provides happiness, satisfaction, and emotional comfort (Litvinova, 2015). According to the results of Akbari & Khormaiee's (2015) study, mental toughness mediates the influence of emotional intelligence on emotional well-being (using students as an example). In the study of M. Yildirim, F. Ç. Tanrıverdi, mental toughness acted as a predictor of life satisfaction (Yildirim & Tanrıverdi, 2021). In a study by M. Desrianty and colleagues showed that mental toughness provides psychological well-being in high school students (Desrianty et al., 2021).

Conclusions

The structure of emotional well-being is represented by three components, namely cognitive, destructive, and emotional. A negative relationship was found between cognitive and destructive components of emotional well-being of schoolchildren.

Gender differences have been found in the structure of emotional well-being of schoolchildren. The structure of emotional well-being of school-age girls corresponds to the general structure and is represented by cognitive, destructive, and emotional components. In school-age boys, the structure of emotional well-being is formed by cognitive component, negative emotional component and positive emotional component.

The results obtained in this work can be used in the development of psychological support for schoolchildren under conditions of increasingly complex educational environment. Prospects for further research may be associated with empirical confirmation of the models obtained using structural modeling methods. Also in the plans for further research is the determination of the relationship of components of emotional well-being of schoolchildren with the characteristics of academic success, personality traits, family environment, leisure time activities.

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Georgy I. Borisov – conducting theoretical analysis on the research problem, interpretation and description of the obtained quantitative and qualitative results.

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Conflict of Interest Information

The authors have no conflicts of interest to declare