

## Predictors of psychological well-being of the art and culture university students

Predictores del bienestar psicológico de los estudiantes universitarios de arte y cultura

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Nadezhda I. Isaeva\*  
Belgorod State University - Russia  
nisaeva@bsu.edu.ru

Svetlana I. Mamatova\*  
Belgorod State University - Russia  
bgiik237@mail.ru

Elena A. Beletskaya\*  
Belgorod State University - Russia  
280177@inbox.ru

Alexey A. Shakmakov\*  
Belgorod State University - Russia  
welcom-lelik@yandex.ru

### ABSTRACT

The study investigated the predictors of psychological well-being of the art and culture of university students. Predictors of psychological well-being are psychological culture and its psychological variables: the ability to reflect, the ability to be a subject (subjectness) and creativity. This was an empirical study that collected data through a questionnaire. The results of the research showed the influence of psychological culture on the level of well-being of the University students. Personal variables "subjectness", "reflexivity" and "creativity" were used in the regression analysis to predict the values of the variable "psychological well-being". It is established that these variables are predictive: their severity is a prognostically significant feature in the analysis of the psychological well-being of the art and culture of university students. Reflexivity means the strongest prediction in relation to the level of psychological well-being.

**Keywords:** psychological well-being of the University students, psychological culture, psychological means, reflexivity, subjectness, creativity.

### RESUMEN

El estudio investigó los predictores del bienestar psicológico del arte y la cultura de los estudiantes universitarios. Los predictores del bienestar psicológico son la cultura psicológica y sus variables psicológicas: la capacidad de reflexionar, la capacidad de ser sujeto (subjetividad) y la creatividad. Este fue un estudio empírico que recolectó datos a través de un cuestionario. Los resultados de la investigación mostraron la influencia de la cultura psicológica en el nivel de bienestar de los estudiantes universitarios. Las variables personales "subjetividad", "reflexividad" y "creatividad" se utilizaron en el análisis de regresión para predecir los valores de la variable "bienestar psicológico". Se establece que estas variables son predictivas: su gravedad es una característica pronósticamente significativa en el análisis del bienestar psicológico del arte y la cultura de los estudiantes universitarios. La reflexividad significa la predicción más fuerte en relación con el nivel de bienestar psicológico.

**Palabras clave:** bienestar psicológico de los estudiantes universitarios, cultura psicológica, medios psicológicos, reflexividad, subjetividad, creatividad.

\* Belgorod State University of Arts and Culture, 7 Koroleva St. Belgorod 308033 Russia

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## 1. INTRODUCTION

Reforms in the system of higher education, associated with the introduction of new models of education, new educational programs, modern innovative technologies require universities to create conditions and resources to achieve the goals of educational and professional activities. There is a psychological danger of the students' emotional stress and feeling of trouble in the increase of information loads, in the complication of interpersonal relations, in the actualization of the need for professional and life self-determination. A number of studies show the low level of psychological qualities formation that are the parameters of psychological well-being. As a result, full functioning of the individual is complicated (O.A. Idobaeva, 2011; V.N. Kolesnikov, A.V. Romyanceva, 2016; T.P. Usynina, A.D. Cvetnova, 2017).

Psychological well-being is a criterion of the students' success in various activities and social interaction, as well as in special occupational and psychological interactions. Educational and occupational activity is a powerful determinant of personality, and it defines substantial aspects and locus of psychological well-being. Psychological well-being provides not only the relationship between reality and the system of aspirations of the individual and the possibilities of their implementation, but the level of their harmony, with psychological culture as a means to achieve.

Psychological culture and psychological well-being affect the attitudes and behavior of students; they are psychological predictors of success in the development of the future occupational activities. Acceptable for occupational and personal development forms of the students' behavior and activity, positive attitude to their future profession are available while increasing the level of psychological culture and psychological well-being. In this regard, there is a need to study the relationship between psychological well-being and psychological culture as factors of successful educational and occupational activity of the students. Increased personal and educational capacity, harmony of the inner world, and developed psychological culture are the means to achieve well-being. Objective of the study is to determine whether psychological culture is a predictor of the students' well-being. The study on the problem of predictors of the students' psychological well-being is relevant and promising. It comprises both questions about life satisfaction, future profession and happiness, and the questions about how teachers can contribute to the students' well-being.

## 2. LITERATURE

In philosophy and psychology, there are two main approaches to the definition of well-being: pleasure and virtue. Equal knowing a well-being with a pleasing or happy joy is a long-lasting proposition. Pleasure as a moral theory in the teachings of Aristos of Cornish was manifested three centuries BC. He believed that "the only good thing is physical pleasure, positive and immediate, regardless of its cause.". Psychological well-being is a variable that influences human behavior, activities and mental health. The experience of psychological well-being has long been a scientific term, but at the moment there is no generally accepted definition of its content. Modern studies on psychological well-being consist of the conceptual provisions of three classical theories: Bradburn's theory of psychological well-being (N. Bradburn, 1969), Diener's theory of subjective well-being (E. Diener, 1984) and Ryff's theory of psychological well-being (C. Ryff, 1989). One of these provisions is the provision on the structural form and properties of well-being. Two-component well-being model in the theory of Bradburn, which includes positive and negative affect, three-component model in the Diener's theory, which includes life satisfaction, complex pleasant affect (pleasant emotions) and complex unpleasant affect (unpleasant emotions) and six- well-being component model in the theory of C. D. Ryff, including self-acceptance, positive relationships with others, autonomy, environmental management, purpose in life and personal growth, are associated with the development of the phenomenon. The Ryff's six- well-being component structure of psychological well-being (C. Ryff, 1989) is the most common among Russian scientists. The properties of a psychological well-being highlighted by the author reveal a special, eudemonic way of life, the main features of which are self-realization of one's own personal potential, full functioning and meaningful life (L.Z. Levit, 2013).

Studies show that the study of psychological well-being in Russian scientific research is increasing (R.A. Berezovskaya, 2016; N.S. Borisova, 2018; E.V. Borodkina, 2012; M.YU. Boyarkin i dr. 2007; I.V. Zausenko, 2012; N.V. Luk'yanchenko, 2016; S.A. Minyurova, I.V. Zausenko, 2013). There is a process of theoretical understanding and theoretical development of this phenomenon (Yu.V. Bessonova, 2013; A.E. Sozontov, 2006; T.D. Shevelenkova, P.P. Fesenko, 2005; V.A. Hashchenko, 2011; R.M. SHamionov, 2008).

Researchers from different countries and different disciplinary fields mainly adhere to the division of existing well-being theories into two areas: hedonistic (hedone) and eudaimonia (R.M. Ryan, 2001). Representatives of the hedonistic direction explore well-being in terms of satisfaction-dissatisfaction (N. Bradburn, 1969; E. Diener, 1984; E. Diener et al. 1999; E. Diener, M. Y. Chan, 2011; D. Kahneman et al. 1999; U. Schimmack, 2008),

representatives of the eudemonia – in terms of personal growth (C. D. Ryff, 1995, 1998; C. D. Ryff and B.H. Singer, 2008; A.S. Waterman, 1993, 2008). There is a tendency to a comprehensive study of well-being despite the solid theoretical validity of approaches treating psychological well-being in different ways (C. Keyes et al. 2002; P.A. Linley et al. 2009). However, due to the fact that subjective well-being is most strictly defined and developed, the subject of research is increasingly the affective component, or affective well-being (pleasant and unpleasant affect), and the cognitive component, or cognitive well-being (life satisfaction) (A. E. Abele-Brehm, 2014; R.A. Burns, M.A. Machin, 2010; M.A. Busseri, S.W. Sadava, 2011; E. Diener, M. Y. Chan, 2011; B. Headey, A.J. Wearing, 1992; M. Luhmann et al. 2011, 2012, 2012).

Numerous studies are devoted to the identification of external and internal correlates of psychological well-being (E. Diener and E. Suh, 2000; S. Kitayama and H.R. Markus, 2000). Going back several decades, a U.S. review of the correlates of happiness include youth, education, health, wealth, optimism, intelligence, and self-esteem (W. R. Wilson, 1967). H.R. Markus and S. Kitayama (2000) questioned the relevance of the findings and conclusions for other cultural contexts (C.D. Ryff et al. 2014).

Much scientific attention is devoted to the problem of correlation between well-being and external conditions. Studies of the relationship between subjective well-being and health/longevity have led to mixed results. In some studies, the role of subjective well-being as a predictor of health and longevity is defined (E. Diener, M. Y. Chan, 2011; E. Diener et al. 2010; Chida Y., Steptoe A., 2008; R.M. Shamionov), and the relationship of positive emotions with an increase in pain threshold is searched out (Howell R.T. et al. 2007; S.D. Pressman, S. Cohen, 2005). In the other studies the increase in the level of well-being did not give the expected results (E. Chow et al. 2004). In a number of works the connection of subjective well-being with economic circumstances of life is viewed. Empirical studies of the relationship between subjective well-being and income have shown a moderate correlation (M. Luhmann et al. 2011; V. A. Khaschenko, 2011). At the same time, according to the results of the Gallup study, income is a strong predictor of cognitive well-being (life satisfaction) and weakly predicts affective well-being (pleasant and unpleasant affect) (E. Diener et al. 1999). The environment and human interaction with the environment mean a lot in well-being. A significant place is occupied by the studies on the relationship of subjective well-being and adaptation to living conditions, the results of which show the different effects of major events in human life related to family, study and work, on affective and cognitive well-being (M. Luhmann et al. 2012). It was found that psychological well-being of the University students is not only a consequence of adaptation. It contributes to the socio-psychological adaptation of the University students having a relationship with the perception of life events, and its assessment (B. Headey, A.J. Wearing, 1989; L.V. Miller, 2014).

The formation of psychological well-being of the students is closely connected with the educational environment of the university, which “creates not only installation complexes with respect to norms, but also personal constructs qualified as a complex of “self-efficacy” and success” (R.M. Shamionov, 2008:89). Psychological and pedagogical conditions (the construction of a project of life, “entering” into various spheres of life and activity) ensure the formation of psychological well-being (O.A. Idobaeva, 2013).

The analysis of studies showed that “external” determines the psychological well-being, but ultimately, mental and social (personal) determine the totality of states and relationships integrated into it. A positive relationship between psychological well-being and academic performance (achievements) of students is established. Happy students with healthy self-esteem learn better, and successful students are more satisfied and have higher self-confidence (H. Cowie et al., 2004; B. K. Nastasi, 2014). The inverse relationship of intelligence and psychological well-being of students is revealed. The higher the level of intelligence, the more likely that students can become successful in their later occupational status (and not only), but without taking into account psychological well-being all efforts may be in vain (C.J. Wigtill and G.R. Henriques, 2015). The beneficial effects of optimism on psychological and physical well-being are confirmed in a study by Michael F. Scheier and Charles S. Carver (1992). Psychological well-being is interrelated with the meaningfulness of life, with the meaning and value orientations. People with a high level of psychological well-being have a much higher level of meaningfulness of life; the structure of values is more specific. People with low psychological well-being have low meaningfulness of life; the structure of their values is abstract and difficult to implement (P.P. Fesenko, 2005).

In recent years, there have been works in which the authors present a theoretical model of psychological culture as a factor of psychological well-being (R.M. Shamionov, 2008; I.G. Samohvalova, 2013). Psychological well-being, being a subjective phenomenon, describes the approach to life and integral assessment of life (T.D. Shevelenkova, 2005), it is an indicator of reflexivity of the person. Psychological well-being as a functional and dynamic formation of personality, as an integral degree indicator of human orientation to the implementation of the main components of positive functioning (personal growth, self-acceptance, environmental management, autonomy, life goals, positive relationships) and the degree of realization of this orientation, subjectively expressed in a sense of happiness, self-satisfaction and life-satisfaction, implies the ability to be a subject. This article presents the results

of empirical research on psychological culture and its psychological variables (the ability to reflect, the ability to be a subject, creativity) as predictors of psychological well-being of the students of art and culture university.

### 3. MATERIALS AND METHODS

203 students (169 women and 34 men) of bachelor's and master's degrees of the Belgorod State University of Arts and Culture of the Russian Federation took part in the study. 24 young men were in the third group with an average level of psychological well-being, so such a criterion as "sex" in the study was not used. The average age of the participants was 19.27 years (mean deviation -0.66). In the study funds of psychological well-being, the respondents were students of 1-3 courses, future directors of theatrical performances and holidays, choreographers, musicians, designers, managers of social and cultural activities. Statistical processing was subjected to questionnaires a total of 198 students, as in the questionnaires of the five errors were encountered while filling.

In this research, the statistical sample was classified into three groups based on psychological well-being (psychological well-being, psychological well-being, moderate-low psychological well-being). The study used two questionnaires:

1. Psychological well-being as a multidimensional construction was measured by Ryff's "Psychological well-being Scale" (SPWB). It is known that the questionnaire, containing 84 points, has a high psychometric reliability, and it is recognized and is used by researchers from different countries. In this study, the Russian version of the well-being scale by C. Ryff was used in the adaptation of T. D. Shevelenkova and P. P. Fesenko. It includes 6 main scales: "self-acceptance", "personal growth", "goals in life", "positive relationships with others", "autonomy", "environmental management" and 3 additional scales: "meaningfulness of life", "balance of affect" and "man – open system". The SPWB questionnaire passed the test of criteria validity and synchronous reliability for compliance with the Ryff's six-component model of psychological well-being. Psychometric scale was used to assess the degree of psychological well-being of students and determine the psychological qualities, parameters of psychological well-being, which complicate the full functioning of the individual and serve as a barrier to the solution of students' educational and professional tasks.

2. 18-position Scale was used to measure such a construction as psychological culture; which indicator is the harmony of human-understood aspirations with the possibility of the implementation. Each element of the Scale was evaluated in terms of the strength of cultural and psychological aspirations ("want") and the degree of their implementation ("can"). Examples of elements: "I strive to understand myself, my desires, my character" and "I get to understand myself, my desires, my character", "I strive to schedule time rationally, taking into account external conditions and my capabilities" and "I get to schedule time rationally taking into account external conditions and my capabilities", "I strive to try myself in new educational and professional situations" and "I get to try myself in new educational and professional situations". The scale of responses with five categories was used: from "very weak" – 1 to "very high" – 5 (strength and degree of realization).

### 4. RESULTS

Statistical study of the correlation between psychological well-being and psychological culture of the students was carried out using the parametric method of Pearson's correlation criterion (Table 1). The same method was also used to study the relationship between the variable psychological well-being with each psychological culture component.

table 1. correlation between the psychological, well-being and psychological culture of the students

		Psychological well-being	Psychological culture
Psychological well-being	Pearson Correlation	1	0.509 <sup>(**)</sup>
	Significance (2-tailed)		0.000
	N		196
Psychological culture	Pearson Correlation	0.509 <sup>(**)</sup>	1
	Significance (2-tailed)	0.000	
	N	196	

The results show that there is a high correlation between psychological well-being and student's psychological culture. It can be said that high psychological well-being is high due to high psychological culture.

Table 2 show that there is a high correlation between psychological well-being and certain aspects of psychological culture, such as: the ability to realize themselves creatively ("creativity"), the need and ability to be the subject of their own activities ("subjectness") and the need and ability to self-mobilization and self-organization ("reflexivity").

Table 2. correlation between the psychological well-being and various aspects of psychological culture of the students

		Psychological well-being	Creativity	Subjecness	Reflexivity
Psychological well-being	Pearson Correlation	1	0.343 <sup>(**)</sup>	0.486 <sup>(**)</sup>	0.532 <sup>(**)</sup>
	Significance (bilateral)		0.006	0.000	0.024
	N		196	196	196

The results of the relationship suggest that when the cultural and psychological aspirations of students, the degree of their creative implementation, and the ability to self-mobilization and self-organization are higher, than the level of the students' psychological well-being is higher.

Table 3. an analysis of 2 x 2 tables using nonparametric statistical criteria

Cristerione	Value of Criterion	Level of significance
Criterion $\chi^2$	50.442	< 0.001
Yate's correction in the $\chi^2$ Criterion	47.177	< 0.001
Exact Fisher-test (two-tailed)	0.00000	p< 0.05

Statistically significant indicators of the criteria indicate the dependence of psychological well-being on the level of optimality of psychological culture, an indicator of which is the harmony of the expression of aspirations and the degree of the students' creative implementation.

Table 4. results of inter-group differences in average values of variable psychological culture

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Significance	95% Confidence Interval	
					Lower Bound	Upper Bound
Group A	GroupB	8.55556 <sup>*</sup>	1.16794	0.000	5.6744	9.6549
	Group C	3.12222 <sup>*</sup>	1.16794	0.023	0.1662	6.2246
GroupB	Group A	-8.55556 <sup>*</sup>	1.16794	0.000	-9.6549	-5.6744
	GroupC	-5.53333 <sup>*</sup>	1.16794	0.007	-7.8356	-1.9741
Group C	Group A	-3.12222 <sup>*</sup>	1.16794	0.023	-6.2246	-0.1662
	GroupB	5.53333 <sup>*</sup>	1.16794	0.007	1.9741	7.8356

Post-hoc analysis of psychological well-being was established (Fcr.=19.00 for  $\alpha = 0,05$ ; for creativity  $F = 20.58$ ; for subjectness  $F = 19.87$  and for reflexivity  $F = 20.96$ ). The results of the Scheffe test showed that there is a significant difference between the groups.

Table 5. results of multiple pairwise comparisons of groups on the average difference of variables

	(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Significance
Creativity	Group A	Group B	7.07081 <sup>(*)</sup>	1.36734	.000
		Group C	2.63636	1.36734	.232
	Group B	Group A	-9.09091 <sup>(*)</sup>	1.36734	.000
		Group C	-6.45455 <sup>(*)</sup>	1.36734	.001
	Group C	Group A	-2.63636	1.36734	.232
		Group B	6.45455 <sup>(*)</sup>	1.36734	.001
Subjectness	Group A	Group B	7.00000 <sup>(*)</sup>	1.32823	.000
		Group C	5.18182 <sup>(*)</sup>	1.32823	.002
	Group B	Group A	-7.00000 <sup>(*)</sup>	1.32823	.000
		Group C	-1.81818	1.32823	.403
	Group C	Group A	-5.18182 <sup>(*)</sup>	1.32823	.002
		Group B	1.81818	1.32823	.403
Reflexivity	Group A	Group B	7.76923 <sup>(*)</sup>	1.10851	.000
		Group C	1.46154	1.10851	.428
	Group B	Group A	-7.76923 <sup>(*)</sup>	1.10851	.000
		Group C	-6.30769 <sup>(*)</sup>	1.10851	.000
	Group C	Group A	-1.46154	1.10851	.428
		Group B	6.30769 <sup>(*)</sup>	1.10851	.000

The results showed that group A psychological culture (high psychological well-being) is higher than the other two groups. Also, group B psychological culture (moderate psychological well-being) is higher than group C (low psychological well-being).



## 5. CONCLUSIONS

Psychological culture and its certain aspects (creativity, subjectness and reflexivity) are psychological predictors of psychological well-being of the students of the Art and Culture University. The verification of this assumption was carried out using non-parametric Yate's correction in the  $\chi^2$  - Criterion for  $2 \times 2$  tables. Statistically, the value of the criterion  $\chi^2 = 47.18$  (the minimum value of the expected phenomenon is 14.81) confirms the significance of differences in the level of psychological well-being of students in the level of optimal psychological culture. A posterior Scheffe est showed that the group A psychological culture (high psychological well-being) is higher than the other two groups. Also, group B psychological culture (moderate psychological well-being) is higher than group C (low psychological well-being). The optimal state of psychological culture provides the development of humanitarian (psychological) thinking and acquired knowledge is endowed with a value function that requires conscious self-determination and self-development of the students. Thus, summing up the quantitative indicators of six components of psychological well-being (Ryff C. D., Keyes C. L., 1995) it can be concluded that psychological culture as a personal variable can be considered as a predictor of students' subjective assessment of the psychological well-being.

The average value of such indicators as creativity, subjectness and reflexivity in groups of students with different levels of psychological well-being differs statistically. All three highlighted main components of psychological culture are the factors of students' experience of well-being in the educational environment of the University. Reflexivity plays the most important role in psychological well-being as a psychological mechanism for the functioning and development of psychological culture and as a universal and system-forming quality of the personality. Creativity as a universal property, manifested in the development of one's own capabilities plays the least role in psychological well-being.

Thus, the more optimal the psychological culture of the student, the more he is subjectively satisfied with the University as a social institution. The personal predictor of psychological well-being is the profile of psychological culture with domination of subjectness, reflexivity and creativity values in it. It is stated that personal variables "subjectness", "reflexivity" and "creativity" used in regression analysis to predict the values of the variable "psychological well-being", are predictive. Their severity is a prognostically significant feature in the analysis of psychological well-being of students of creative specialties.

The revealed features of subjective experience, expressed in the construct of correlation of subjectness, reflexivity and creativity, allow conceptualizing the educational environment of the University in the context of its impact on the psychological well-being of the students. Thus, further research can be aimed at conceptualizing not only the psychological well-being of students, but also the educational environment of the University. Conceptualization of the educational environment of the University assumes search of answers to the following questions: 1) what is needed to ensure that the educational environment of the University contributes to the formation of the student's value attitude to the process of mastering future profession, so that he would identify himself with what he does, would feel in demand in the educational process, and in the system of interpersonal relations in the student group; 2) how to stimulate personal growth of the student, to create conditions for the formation of the ability to live with inner harmony, to be harmonious and to build harmonious relationships with others; 3) how to build an education aimed not at "learning the exam" and "learning well-being", based on an integrated approach to the conceptualization of psychological well-being.

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