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## The features of development of subjective well-being in adolescence

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### Abstract

**Relevance.** The relevance of the study stems from the fact that adolescence is a crisis age and young men's lives are being restructured both emotionally and in terms of values. Age-related changes entail learning new skills and modifying behavioural patterns in order to cope effectively with life's challenges.

**Purpose.** The aim of the study is to examine the relationship between emotional intelligence and subjective well-being. The analysis of the issues was conducted using a theoretical and practical research framework. The theoretical framework is based on the methods of analysis, synthesis, generalisation, comparison and classification. The practical part consisted of testing and processing the results.

**Methodology.** The following research methods were chosen for testing: the C. Ryff's psychological well-being scale and the D. Lyusin's emotional intelligence questionnaire.

**Results.** The results were processed using Pearson's statistical correlation coefficient. The sample for the study consisted of 168 participants. An analysis of the theory regarding the indicators under study makes it clear that no single definition of 'subjective well-being' has emerged in scientific sources, but scientists have identified a number of factors and

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components in its structure that somehow influence the level of development of subjective well-being of the individual, which in turn influences the quality of life as a whole.

**Conclusions.** Practical research suggests that there is a direct correlation between the level of development of emotional intelligence and the level of subjective well-being. The research materials will be useful to workers in the field of social and psychological work, practical psychologists of higher educational institutions, specialists in professional guidance work, and social pedagogues.

**Keywords:** emotional intelligence; adolescence; personality; interpersonal emotional intelligence; intrapersonal emotional intelligence.

## **Introduction**

The concept of 'well-being' in psychology is defined as a multifactorial construct representing a complex interplay of cultural, social, economic, spiritual and emotional factors. It is the emotional component that is emphasised in this paper. Subjective well-being is born and develops in the process of personal socialisation and influences the level of success in meeting age-related personal developmental goals. The questions concerning the developmental characteristics of college-age people are always relevant in academic circles. Adolescence is a turning point, involving active changes in the structures of social development and spirituality, with restructuring of the value, cognitive and emotional spheres. The main innovation of this age is the choice of attitudes and the development of a world view [1-2]. During adolescence, the individual is confronted with the demands of real life, which often do not meet his or her expectations, often leading to negative emotional states. The aim of the study is to examine the relationship between emotional intelligence and subjective well-being. The object of the study is the emotional intelligence and subjective well-being of young students. The subject of the study is the features of the development of subjective well-being in students. In order to achieve the set goal, a number of tasks were defined for implementation: to study the features of development of students' subjective well-being; to analyse the features of development of students' emotional intelligence; to determine the relationship between the investigated indicators. The originality of the study is that the emotional component can be identified as an important factor that relates to a person's quality of life. When analysing studies concerning emotional intelligence, it is worth noting that a direct correlation has been found between emotional intelligence and intelligence quotient (IQ). In other words, a greater percentage of success in achieving a goal is attributed to the emotional component, which is responsible for adaptation in society, effective interaction with others, understanding of emotional expressions, needs and motives.

Considering subjective well-being as synonymous with psychological well-being, psychological well-being is related to affects and feelings, while psychological well-being is related to the characteristics of goal-directed behaviour rather than the goal itself. The process of professional training in the student environment encompasses the psychological and social aspects of the functioning of young people, which are closely linked to their psychological well-being [3-6]. Therefore, factors that help young people to effectively adapt to the realities of today and find their place in society come to the fore in the development of their personality. Such factors include

the development of emotional intelligence, identity issues, self-acceptance, etc. When considering identity, it is worth noting that it is studied both as a feeling and as a sum of knowledge about oneself, as a behavioural unity. Identity is defined as a complex integrative psychological mechanism that affects a person's personal and professional development [7-9]. Self-acceptance ensures the creation of opportunities for full self-actualisation [10]. Students' interaction with the outside world cannot be considered effective without the successful regulation of their emotional state, the correct understanding of emotions, i.e., without a developed psychological phenomenon – emotional intelligence. Psychological well-being and the level of development of emotional intelligence are significant mechanisms for the realisation of students' life concept. One of the main reasons for studying emotional intelligence in relation to subjective well-being is determined by the factors that influence the effective functioning of the individual [11-13]. As the presence of a high level of emotional intelligence helps in interpersonal interaction, understanding oneself, managing one's own emotional state and that of others, a low level of emotional intelligence hinders. Considerable psychological strains in the course of professional activity are contributing factors to the development of occupational stress. Emotional intelligence helps to make informed decisions, overcome irritability, and it is useful for the body to express negative emotional manifestations.

## **Materials and Methods**

Both theoretical and practical application methods were used in the work. Theoretical research methods include analysis, synthesis, generalisation, comparison and classification. Analysis and synthesis are two interrelated logical methods of scientific research, which are the processes of the mental or actual decomposition of a whole into component parts and the integration of parts into a whole. The value of a method of analysis is that by dissecting a complex phenomenon into simpler elements, it is possible to separate the essential from the minor and to reduce the complex to the simple. The method of synthesis, on the other hand, makes it possible to compose the parts and understand the phenomenon under study as a whole. Comparison is characterised by comparing an object or phenomenon in order to establish similarities or differences between them, and to find common factors. The comparison method is always an important prerequisite for generalisation, which highlights the characteristics of objects and makes it possible to group objects into types, groups and other features (classification). The study was conducted at the Alikhan Bokeikhan University. There were 168 participants,

including 105 girls and 63 boys; 1st year – 30 students, 2nd year – 31 students, 3rd year – 49 students, 4th year – 58 students. The participants ranged in age from 18 to 22 years old. The practical basis was provided by psychological testing, which consisted of the following techniques: The C. Ryff Psychological Well-being Scale [14], the D. Emotional Intelligence Questionnaire by D. Lyusin [15], and statistical processing of the obtained data using Pearson correlation coefficient [16], which allows establishing direct links between the variables. The D. Lyusin questionnaire consists of 46 statements and is aimed at determining the integrative level of emotional intelligence, and also allows further assessment in the structure of emotional intelligence: interpersonal (understanding and managing the emotions of others) and intra-personal emotional intelligence (understanding and managing your own emotions). Interpersonal emotional intelligence is defined by scales:

- understanding other people's emotions – the ability to understand a person's emotional state through external expressions of emotion (facial expressions, gestures, sound of voice) and/or intuitively;
- sensitivity to the inner states of others;
- managing other people's emotions – the ability to arouse certain emotions in others, to reduce the intensity of unwanted emotions, perhaps a tendency to manipulate people.

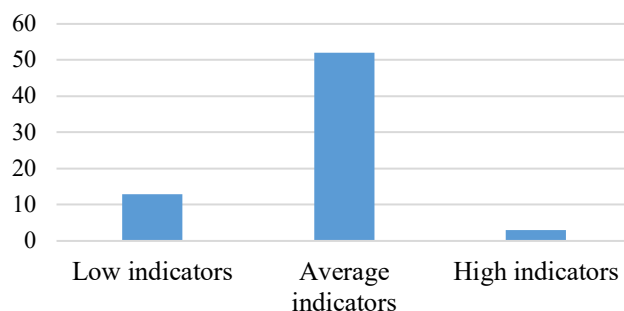
Intrinsic personal emotional intelligence is defined by scales:

- understanding your emotions – the ability to be aware of your emotions, to recognise and identify them, to understand their causes, and to be able to describe them verbally;
- managing your emotions – the ability and need to manage your emotions, to evoke and maintain desired emotions and to control unwanted ones;
- expression control – the ability to control the outward manifestations of one's emotions [16].

The C. Ryff scale aims at examining actual subjective well-being and determining the nature of the correlation between its components. This questionnaire consists of 84 items and includes six main scales (having a purpose in life; positive relationships with others; personal growth, managing one's environment; self-acceptance and autonomy), three additional scales (effect balance; awareness of life; person as an open system) and an overall integrative indicator of psychological well-being (7).

## Results

The conducted research on the level of subjective well-being and emotional intelligence among student youth shows the following results, according to the methodology of C. Ryff was determined that 19% (13 people from a total sample of 68 participants) have a low level of total subjective well-being indicator; 76% (52 people from a total sample of 68 participants) have an average level and only 4% (3 people from a total sample of 68 participants) have a high level [16]. The results are shown in Figure 1.

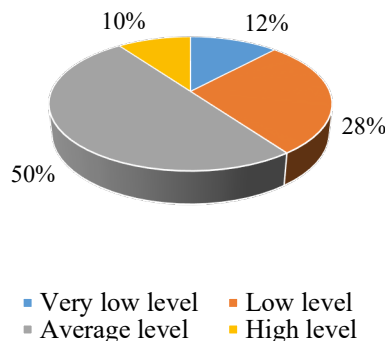


**Figure 1.** Overall measure of subjective well-being

Students with low levels of subjective well-being are characterised by a limited number of trusting relationships with others. They find it difficult to open up to others, leading to isolation and a reluctance to compromise to support important connections with others (Positive Attitude Scale). They tend to depend on the opinions and judgement of others and are subject to attempts by others to make them think and act in a certain way (Autonomy scale). Students are unable to change or improve complex circumstances and find it difficult to organise their daily activities, lacking a sense of control over what is going on around them (Environment Management scale). They are aware of a lack of self-development, a sense of improvement or fulfilment. Students feel bored and have no interest in life (Personal Growth scale). They are characterised by a lack of purposes or intentions. Students often lack a sense of direction, find no purpose in their past, and have no perspectives or beliefs that define the meaning of their lives (Goals in Life scale). They experience anxiety about certain personal qualities, they want to be different from who they are. These people are also often dissatisfied with themselves and their past lives (Self-Acceptance scale). Students with an average level of subjective well-being are characterised by a satisfactory attitude of students towards others, the ability to build relationships on mutual concessions, but there may be difficulties in showing warmth and caring (scale "Positive attitude towards others"). The ability to be independent, self-regulate their own behaviour, adequately assess themselves in accordance with their personal criteria, but also allowed the likelihood of dependence and influence by others in their opinion (Autonomy scale). In addition, the ability to control external activities, effectively use the opportunities provided, but at the same time may have difficulty controlling what is happening around (Environment Management scale). Students are open to new experiences, eager to fulfil their potential, but also have moments of lack of interest in life and feelings of apathy (Personal Growth scale). The presence of life goals and a sense of direction in life, however, sometimes a lack of perspectives or beliefs (Goals in Life scale). They are characterised by a positive attitude to themselves, towards their personal qualities with a positive assessment of the past, and at the same time by dissatisfaction and criticism (Self-Acceptance scale).

A high level of subjective well-being was found in only three students (4% of the total sample). They are characterised by a trusting attitude towards others, a concern for the well-being of others, an ability to empathise and to have close relationships with others

(Positive Attitude Scale). Independence and autonomy, the ability to assess oneself according to personal criteria (Autonomy scale). Competence in interacting with others, ability to control external activities (Environment Management scale). A sense of constant development, a perception of being "growing" and self-realised, openness to new experiences (Personal Growth scale). Adherence to beliefs that are sources of purpose in life, positive intentions and lifelong goals (Goals in Life scale). Positive attitudes towards oneself, knowledge and acceptance of different aspects of one's personality, and a positive assessment of one's past (Self-Acceptance scale) [16]. It is important to note that there are statistically significant differences ( $p < 0.05$ ) between males and females on the following indicators: "Goals in life" – in this indicator, girls were found to be more likely to hold beliefs that are sources of goals in life than boys, and also more likely to have intentions and goals for life. On the "Person as an open system" scale, girls have a higher ability to absorb new information, a realistic outlook on life, an openness to new experiences, and a spontaneity and naturalness of experience. For a more in-depth study of emotional intelligence, the D. Lyusin technique has been used to further identify indicators of interpersonal emotional intelligence and internal personal emotional intelligence. The results of the general level of emotional intelligence are in the range of low and average levels, namely 12% – very low level of general emotional intelligence; 28% – low level of general emotional intelligence; 50% – average level of general emotional intelligence; 10% – high level of general emotional intelligence. The results are shown in Figure 2.



**Figure 2.** General level of emotional intelligence of adolescents of EG

A very high level of integral index of general emotional intelligence was not found in the study. Only 24% of the subjects (22 students) showed a high level of interpersonal emotional intelligence. They are characterised by a high ability to understand and manage other people's emotions. 8% of the subjects (5 students) have a high level of intra – personal emotional intelligence. They are characterised by recognising and managing their emotions. According to the mathematical-statistical analysis, a statistically significant relationship was found between subjective well-being and emotional intelligence ( $p < 0.05$ ,  $r = 0.009$ ) for all measures of the "Emotional Intelligence" D. Lyusin and the "Scale of Psychological Well-being" C. Ryff [16].

1. The Positive Attitudes scale correlates with the scales of Understanding Other People's Emotions, Managing Other People's Emotions, Understanding Own

Emotions, Managing Own Emotions, Controlling Expression, Interpersonal EI, Intrapersonal Emotional Intelligence, Understanding Emotions, Managing Emotions, and General Emotional Intelligence.

2. The Autonomy scale correlates with the Understanding Own Emotions scale.

3. The Environment Management scale correlates with the scales of Managing Other People's Emotions, Understanding Own Emotions, Managing Own Emotions, Intrapersonal Emotional Intelligence, Emotion Management, and General Emotional Intelligence.

4. The Personal Growth scale correlates with the scales of Managing Other People's Emotions, Understanding Own Emotions, Managing Own Emotions, Inner-Personal Emotional Intelligence, Managing Emotions, Managing Others' Emotions, and General Emotional Intelligence.

5. The Goals in Life scale correlates with the scales of Managing Own Emotions, Inner-Personal Emotional Intelligence, and Managing Emotions.

6. The Self-Acceptance scale correlates with the scales of Understanding Own Emotions, Managing Own Emotions, Intrapersonal Emotional Intelligence, Emotion Management, and General Emotional Intelligence.

7. The Subjective Well-Being scale correlates with the scales of Managing Other People's Emotions, Understanding Own Emotions, Managing Own Emotions, Understanding Emotions, Managing Emotions, and General Emotional Intelligence.

8. The Balance of Affect scale correlates with the Expression Control scale.

9. The Meaningfulness of Life scale correlates with the scales of Managing Other People's Emotions, Understanding Own Emotions, Managing Own Emotions, Intrapersonal Emotional Intelligence, Managing Emotions, and General Emotional Intelligence.

10. The Person as Open System scale correlates with the scales of Understanding Other People's Emotions, Managing Other People's Emotions, Understanding Own Emotions, Interpersonal Emotional Intelligence, Understanding Emotions, Managing Emotions, and General Emotional Intelligence [16].

Summarising the results of the study, it should be noted that the level of general and integral emotional intelligence in the overall sample is dominated by medium and low levels, which indicates an inability to understand emotions, to manage the emotional sphere based on decisions made, to understand one's own emotions and the emotions of others. Students' subjective well-being features are represented by low and average indicators. This is characterised by difficulties in communication, dependence on the opinions and assessments of others, dissatisfaction with oneself and the course of life in general. And the statistically significant relationships that were identified in the statistical processing of the data clearly indicate a relationship between one factor and another, that is, the higher the overall level of psychological well-being, the higher the level of emotional intelligence and vice versa.

## Discussion

The term psychological well-being is interpreted as a sense of subjective happiness and is characterised by general life satisfaction. Foreign literature in defining psychological



well-being uses its description as a dynamic characteristic of the individual, incorporating psychological and subjective components related to adaptive behaviour. By this time, the understanding of subjective or psychological well-being in the scientific environment had not been developed. Scholars form their own concepts using different concepts that are similar in meaning, e.g., "happiness", "personal well-being", "life satisfaction", "psychological health", "emotional comfort", "emotional-personal well-being", etc. [17-20]. The question of subjective well-being has been extensively studied by scientists, e.g., the scientist E. Diener [21] has developed a threefold model. According to the author, subjective well-being is based on the idea that everyone thinks about the importance of their lives. According to E. Diener [21], the formula for subjective well-being includes a measure of life satisfaction and a balance of positive and negative affect. Later, E. Diener included in the structure of subjective well-being life satisfaction in different areas of life. Life satisfaction is considered a cognitive construct, as it is based on evaluative views of life and its domains. Judgments about life satisfaction, one's own well-being, are based on an individual's attitude towards phenomena and events. The affective component is derived from the balance of positive and negative effects. This formula for subjective well-being is generally accepted, with some minor variations.

C. Ryff's six-factor model of psychological well-being is considered the most common today. By summarising theoretical positions in the fields of psychological health, self-realisation, optimal functioning, maturity, life development, and personal self-determination, C. Ryff identified the basic constructs of psychological well-being, and the tools to measure them. Having researched numerous developments in this field, the author has identified the following parameters of psychological well-being: positive relationships with others; autonomy; environmental management; personal growth; having a purpose in life; and self-acceptance. This refers to the different degree of development of certain qualities. Thus, positive relationships with others reflect an ability to empathise, to be open to communication, and communication skills that contribute to networking with others. A person with high autonomy is able to be independent, she is not afraid to oppose the opinion of the majority, she can afford unconventional thinking and behaviour [14]. Environmental management is associated with a sense of control, the ability to create the conditions for achieving goals and fulfilling needs, and overcoming challenges to their realisation. Personal growth implies a desire for self-learning and self-development, a desire to learn new information, and a sense of personal progress. Having a purpose in life is linked to a sense of meaningfulness in existence, a sense of the value of what has happened in the past, is happening in the present and will happen in the future. Self-acceptance reflects a positive self-image of oneself and one's life in general, an awareness and acceptance not only of one's positive qualities but also of one's shortcomings. In the future, based on the results of his own research, Ryff created the Initial Method of Psychotherapy (well-being therapy) [14]. To summarise the above, psychological well-being has no established definition. It can most generally be defined as

a state of positive emotionality combined with optimum performance in individual and social life. Psychological well-being is a consequence of interrelated objective and subjective factors, reflecting the steel characteristics of the individual. Well-being is not only a result but also a resource for personal development and a criterion of emotional comfort, fulfilling motivational and supportive functions.

The experience of well-being gains prominence during the student period, when the young person is at the beginning of his or her life journey, and the structure of well-being continues to form and become more complex. The experience of well-being is not only the result, but also the potential of personal development. An important area of research is the search for and study of the main components, determinants and preconditions of psychological well-being, which may include social feelings. This will broaden the understanding of the phenomenon of psychological well-being, as well as contribute to maintaining optimal psycho-emotional comfort for students by providing appropriate psychological support [22-25]. Speaking of the student period, it is worth emphasising the current needs of young people, in particular, to meet which requires the development of appropriate mental structures. Scientists have studied the following current needs of the student period: social needs (including the desire to belong to a particular social group, to take one's place in it, to feel the attention, respect and affection of others); the need to learn about the world around (to realize their place in it through the acquisition of cultural values and the conquest of new heights); the need to acquire knowledge related to partnerships and social readiness to take responsibility for family and team; the need to build self-confidence, the ability to build harmonious interpersonal relationships and the ability to manage themselves in these relationships; the need to maintain inner harmony and integrity [26-29].

Psychological well-being and the level of development of emotional intelligence are significant for the realisation of the students' life concept. Emotional intelligence contributes to the rational functioning of emotions, their regulation and control [30], the construction of behavioural strategies in different situations, social activity, etc. Interaction with the outside world cannot be considered effective without skilful regulation of one's emotional state, proper understanding of emotions, determined by the quality of establishment and development of components of emotional intelligence. In other words, it is about the relationship between the level of development of emotional intelligence and the level of psychological well-being. The introduction of the term "emotional intelligence" into the scientific paradigm was preceded by a change of perspective on the relationship between emotional and cognitive processes, e.g., M. Belkin [31] defines emotional intelligence as all the affective abilities, knowledge and competencies that enable a person to cope successfully with various life situations. Emotional intelligence is understood by D. Lyusin as the ability to understand and manage one's own and others' emotions. The ability to understand an emotion means that a person has the capacity to: recognise the emotions, identify the emotions, understand the reasons that caused the emotions and the consequences that it will lead to [31]. According to

some reports, emotional intelligence is an integrative concept that includes intelligence, emotions and a volitional component. Freedom in the concept of emotional intelligence acts as a means of conquering the emotional intellectual. The author of the model distinguishes two aspects in the structure of emotional intelligence: intra-personal and interpersonal, or social (ability to manage oneself and ability to manage relationships with people). The first is characterised by the following components: self-esteem, awareness of feelings, self-confidence, tolerance, self-control, responsibility, achievement motivation, optimism and flexibility. The interpersonal aspect includes empathy, tolerance, sociability, openness, dialogue, anticipation [31-34].

The structure of emotional intelligence, according to D. Goleman [11] includes four components – self-awareness, self-control, social sensitivity and relationship management. Self-awareness includes: emotional self-awareness (analysing one's own emotions and being aware of how they affect us, using intuition when making decisions), self-esteem (understanding one's own strengths and limits), self-confidence (self-esteem). Self-control includes: curbing of emotions (ability to manage strong emotional expressions and impulses), openness (showing honesty and forthrightness, reliability), adaptability (flexibility in adapting to a changing environment), initiative (readiness for action and ability not to let opportunities go), optimism (ability to look at things and events positively), social skills (ability to regulate our relations with others). Social sensitivity includes: empathy (the ability to listen to other people's feelings and understand their positions), business awareness (understanding current events, responsibility). Relationship management includes the skills to lead, possession of persuasive skills, and encouragement to develop [16]. An interesting theory is that emotions can be the object of intellectual operations. After all, emotions reflect a person's attitudes to different areas of life and to oneself, while intellect serves to understand this. Intellectual operations take the form of verbalising emotions based on awareness and differentiation. So, emotional intelligence is the ability to understand personal relationships represented in emotions and to manage the emotional sphere based on intellectual analysis and synthesis. A prerequisite for emotional intelligence is the subject's understanding of emotions, and the end product of emotional intelligence is decision-making based on the mapping and comprehension of emotions, which are differentiated evaluations of events that have personal meaning. Emotional intelligence produces non-standard ways of being active to achieve goals and meet needs. Unlike abstract and concrete intelligence, which reflect the patterns of the external world, emotional intelligence reflects the inner world and its links to personal behaviour and interaction with reality.

The features of the influence of emotional intelligence on students' preparation for professional activity are clearly manifested in the cognitive (self-image and others), emotional (emotional well-being), behavioural (communicative behaviour) spheres of the student environment. Studies have found that in the cognitive sphere the level of emotional intelligence affects the degree of congruence of perceptions of self and others: students

with a high level of development of emotional intelligence are characterised by a more congruent system of representations than students with medium and low levels of emotional intelligence. In the sphere of emotional well-being, emotional intelligence performs a regulatory role – during stressful periods of learning, students with a high level of emotional intelligence are characterised by a more pronounced comfort of emotional states. In the sphere of communicative behaviour, the influence of emotional intelligence is ambiguous: it was found that a high level of ability to understand one's own emotions is associated with a decrease in popularity in the student group, and at the same time there is evidence that an increase in the general level of emotional intelligence contributes to the stability of the status positions of the individual in the group, the stability of the system of mutual choices [35-37]. In summary, the empirical research conducted on the relationship between subjective well-being and emotional intelligence, and their impact on overall quality of life, has proved a direct correlation between one factor and the other. Therefore, research into the development of these structures is interesting. The analysis identified that there is no single concept of 'subjective well-being' in the scientific community, and that scholars have put forward different perspectives on models of well-being. A common model today is that of C. Ryff's model, which highlighted the main parameters of psychological well-being. The theory of the study of emotional intelligence is also ambiguous. Scholars are also divided in their views on the definition as well as on types, models and structure. This paper has emphasised the D. Lyusin, which became the basis for his methodology. Analysing the development of psychological well-being and emotional intelligence, it is worth noting that these structures share common components, particularly the cognitive component, which affects the degree of consistency of perceptions of self and others, and also plays an important role in the level of life satisfaction.

## **Conclusions**

Considering the subjective well-being and emotional intelligence as one of its components, it can be concluded that the concept of 'well-being' is not identical to that of 'pleasure', as it is a complex, integrative phenomenon that combines physical, mental and social aspects. A sense of well-being is both the result of the individual's activity and the psychological characteristics of the individual. This empirical research suggests that subjective well-being is directly related to the level of emotional development, as the ability to recognise, accept and manage emotional states and feelings, both one's personal and others', is an important skill for personal and professional life. Emotional intelligence appears as a cognitive capacity, that is crucial to enhancing a person's efficiency and effectiveness in life, if specially trained and socially applied. The issue of developing the skills necessary for effective interaction with others becomes relevant during adolescence, when in the lives of young people there is a rearrangement of worldviews, values, attitudes, beliefs, convictions and more. The results of the study among student youth show predominantly low and average values for the development of emotional intelligence. In later life, this can have a negative impact on interpersonal

communication as well as on the regulation of the emotional state through life's difficulties. However, emotional intelligence is amenable to development, low scores can be improved through social-psychological methods of correction, such as psychological training.

This study has examined only one aspect relating to psychological well-being; therefore, it should be emphasised that other critical factors in its development need to be explored. The issue of subjective well-being has an intricate structure of study and research that lies ahead. The study of the correlation between the components of psychological well-being and the personality traits of student youth also requires attention. A comprehensive introduction to well-being will help professionals in the field of student work, as well as the very young men who

are at the very beginning of their professional and personal development. It is important to remember that for a person to live a happy life, the key is to actualise their personal resources and potential. A sense of well-being is meaningful to every individual and is central to self-awareness and to the whole subjective world of the individual.

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### Conflict of Interest

None.

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## **Особливості розвитку суб'єктивного благополуччя у підлітковому віці**

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## **Анотація**

**Актуальність.** Актуальність дослідження зумовлена тим, що підлітковий вік є кризовим і життя юнаків перебудовується як в емоційному, так і в ціннісному плані. Вікові зміни зумовлюють набуття нових навичок та модифікацію поведінкових патернів для того, щоб ефективно справлятися з життєвими викликами.

**Мета.** Метою дослідження є вивчення взаємозв'язку між емоційним інтелектом та суб'єктивним благополуччям. Аналіз проблематики проводився з використанням теоретичної та практичної бази дослідження. Теоретична основа базується на методах аналізу, синтезу, узагальнення, порівняння та класифікації. Практична частина полягала в апробації та обробці отриманих результатів.

**Методологія дослідження.** Для тестування було обрано такі методики дослідження: шкала психологічного благополуччя К. Райффа та опитувальник емоційного інтелекту Д. Люсіна.

**Результати.** Результати оброблялися за допомогою статистичного коефіцієнта кореляції Пірсона. Вибірка дослідження складала 168 учасників. Аналіз теорії щодо досліджуваних показників дає змогу зрозуміти, що в наукових джерелах не сформувалося єдиного визначення поняття "суб'єктивне благополуччя", проте вчені виокремили в його структурі низку чинників та компонентів, які так чи інакше впливають на рівень розвитку суб'єктивного благополуччя особистості, що, в свою чергу, впливає на якість життя в цілому.

**Висновки.** Практичні дослідження свідчать про те, що існує пряма залежність між рівнем розвитку емоційного інтелекту та рівнем суб'єктивного благополуччя. Матеріали дослідження будуть корисними працівникам сфери соціально-психологічної роботи, практичним психологам вищих навчальних закладів, фахівцям з профорієнтаційної роботи, соціальним педагогам.

**Ключові слова:** емоційний інтелект; підлітковий вік; особистість; міжособистісний емоційний інтелект; внутрішньоособистісний емоційний інтелект.