

Personal Predictors of Psychological Well-Being of Students of Creative Higher Educational Institution

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Abstract. The purpose of this research is twofold. First, we compare psychological well-being profiles of three sample groups with different development levels of it. Second, we evaluate those personal factors, which predict the state of the students' psychological well-being. The results based on six parameters of psychological well-being (RPWB) demonstrated the following: 1) the higher the psychological well-being level, the more challenging the commitment to personal development and independent behavior; 2) at the low level of psychological well-being the isolation experience is compensated by the aspiration to have positive attitude to others, to be more conforming. It turned out that a) satisfaction and positive attitude to mastering a creative profession increase with the elevation of harmoniousness level of the power of cultural and psychological aspirations and their materialization degree; b) there are two ways of harmonization: self-development of the motivation potential with the availability of the appropriate skills; self-development of skills necessary for the motivation potential materialization. We make the conclusion that a means and, consequently, a well-being predictor is psychological culture, quantitatively expressed in the power harmoniousness level and materialization degree of aspirations to be a subject, reflexive and creative.

Keywords: psychological well-being, prediction, psychological culture, motivation and value potential, power of cultural and psychological aspirations, materialization degree of aspirations, harmoniousness level.

Introduction

The reforms in the system of higher education connected with the introduction of new teaching models and modern innovative technologies require of higher educational institutions (HEIs) to provide conditions, and of students – to have resources to achieve the aims of educational-professional activity. The increase in the information load, complicacy of interpersonal relations, actualization of the need in professional and life self-realization underlie the psychological danger of emergence of the state of emotional tension and feeling of ill-being in students. Today it is known that a low level of formedness of psychological

qualities being the parameters of psychological well-being complicates the full functioning of a person and can act as a barrier preventing the completion of educational-professional tasks. This gives grounds to consider the psychological well-being as a predictor not only of the educational-professional activity of a student. Psychological well-being represents the resultant informative characteristics of the phenomenon of a person's functioning quality in different types of activity and social interaction, as well as in special professional-pedagogical interactions. The way of achieving the power harmoniousness and personal-motivational potential degree and its realization degree are the person's psychological culture.

Thus, we assumed that the prediction function in respect of psychological well-being can be performed by the psychological culture, the index of which is the inner work directed at the power harmoniousness of such basic personal-professional aspirations as the desire to be the subject, the desire to be creative and reflexive, and the degree of possessing their realization technology.

Review of literature

Psychological well-being is one of determinants of effective functioning of a human both in the context of objective results of activities and in the context of psychological health. The theoretical basis of modern researches of psychological well-being comprises the conceptual provisions of three classical theories: theory of psychological well-being by N. Bradburn [1], theory of subjective well-being by E. Diener [2], and theory of psychological well-being by C. Ryff [3]. One of such provisions is the thesis of well-being structural profile, of its properties. Development of the notions on well-being phenomenon is connected with making the well-being model from a two-component one in N. Bradburn's theory, comprising positive affect and negative affect, to a three-component model in E. Diener's theory, comprising life satisfaction, the complex of pleasant affect and the complex of unpleasant affect, and to a six-component one in C. D. Ryff's theory, comprising self-acceptance, positive relations with people around, autonomy, medium management, aim in life and personal growth. The six-component structure of psychological well-being by C. Ryff is the most widely spread one, in Russia as well.

Researchers from different countries and in different fields mainly abide the division of the existing well-being theories into two directions: hedonic and eudaimonic [3]. The representatives of hedonic direction investigate well-being in the terms "satisfaction – dissatisfaction" [1, 2]; and the representatives of eudaimonic direction – in the terms of personal growth [4, 5]. Despite the thorough theoretical substantiation of the approaches differently defining psychological well-being, we observe the tendency for complex study of well-being [6, 7]. However, due to the fact that subjective well-being is most strictly defined and developed, an affective component or affective well-being (positive and negative affects) and a cognitive component or cognitive well-being (life satisfaction) become the research subjects more and more often [8, 9, 10 – 12].

In the frameworks of this research, the investigations of the relations between subjective well-being and human adaptation to life conditions, the results of which prove different

impacts of main conditions of human life connected with family, studies and work on affective and cognitive well-being are of interest [9].

When analyzing the investigations, a positive connection between psychological well-being and academic progress was found: happy students with healthy self-evaluation study better, and students successful in studies are more satisfied and convinced in themselves [13,14].

Clifton J. Wigtil and Gregg R. Henriques [15] revealed the inverse interrelation between the intellect and psychological well-being of students. It turned out that the higher the intellect level is, the more probable that the students will become successful in future professional activities (and not only), but without taking the psychological well-being into account all efforts will be in vain.

The issues of psychological well-being are considered in the context of students' adaptation to the study conditions in a HEI. In the investigation of L. V. Miller [16] the connection between psychological well-being and adaptation of students with psychotraumatic situation experience to a HEI was revealed. The connection with role victimization as the activity demonstrated in the form of aggression, infantilism, dependence, helplessness, manipulativity was found in E. S. Polishchuk's investigation [17].

Negative states of the students arisen or arising during their coming across unpleasant situations were mainly considered as psychological well-being predictors. To such predicatrs S. A. Vodyakha [18] refers learned helplessness; wish to take in psychotropic drugs, drink alcohol, smoke tobacco; wish to feel sorry for or accuse oneself; wish to cloister. In the investigation of D. S. Kornienko [19] it is demonstrated that "psychological well-being is determined by such personal characteristics as emotional instability, depressiveness and experience of sadness".

In the evolvement of students' psychological well-being the considerable role is played by the HEI educational medium creating not only regulating complexes but also personality constructs. Psychological-pedagogical conditions providing the formation of psychological well-being consist in creating students' orientation in the peculiarities of their own individualities; in making certain life plans, arranging own lives, predicting different situations and developing their own behavior models taking into account the need, opportunity and wish. Such behavioral patterns indicate the students' possession of the specific method of transforming capabilities and skills into such self-realization structure and method, the result of which is not defined by the accidental concurrence of circumstances, capabilities and skills. In our researches the method of self-transformation and self-realization is marked by the term "psychological culture" [20]. The theoretical model of psychological culture as a psychological well-being factor is presented in the works of E. Yu. Ponomareva and O. A. Rudakova [21].

When defining psychological well-being predictors, we assume the fact that, being a subjective phenomenon and characterizing, first of all, human's attitude to his or her life, integral evaluation of his or her existence, psychological well-being implies the availability of the person's realized/unrealized aspiration to be reflexive.

Method

213 students of Belgorod State Institute of Arts and Culture of the Russian Federation (174 females and 39 males) took part in our research. The majority of young people (29 persons) got into the third group with the normative level of psychological well-being, therefore, such criterion as “sex” was not used in the research. The average age of the participants was 19.27 years (the mean deviation was -0.66). At the stage of studying the peculiarities of psychological well-being, the 1st-3rd year students were the respondents – future directors of theatrical performances and festivals, choreographers, musicians, designers. The questionnaires of 198 students underwent the statistical analysis (the questionnaires of 15 students contained errors during filling). Based on the results obtained the students were conditionally split into three groups according to the level of psychological well-being: the first group “with high level of psychological well-being” (Group A) contained students with the well-being score over $X_{av.} + 1_{av.MD}$ (21.7 %), the second group “with low level of psychological well-being” (Group B) – students with the score below $X_{av.} + 1_{av.MD}$ (20.2%), and the third group with the normative level of psychological well-being” (Group C) – students with the well-being score within $X \pm 1_{av.MD}$ (58.1%).

Two questionnaires were used in the research:

1. Psychological well-being as a multidimensional structure was measured with the help of the Russian language version of C. D. Ryff’s “Scale of psychological well-being” (adapted by T. D. Shevelenkova, P. P. Fesenko).
2. To measure such structure as “psychological culture”, the index of which is the power harmoniousness of aspirations recognized by the student and their realization degree, we used the 18-position scale “Scale of culture of self-development of students of a creative HEI” (modified O. I. Motkov’s methodology [22]).

The principal component method was used to decrease the dimensionality of the psychological culture model as an invariant of professional culture. The result of applying the principal component and Varimax rotation methods proves that 18 input variables can be replaced by three main components characterizing the actualized motivation potential together with its realization technology from the point of power of aspirations and their realization degree (Table 1).

TABLE 1. VARIMAX ROTATION OF THREE FACTOR SOLUTION

Item	Component 1: Aspiration to be creative	Component 2: Aspiration to be reflexive	Component3: Aspiration to be a subject
Item 5	0.881		
Item 2	0.842		
Item 4	0.813		
Item 10	0.801		
Item 11	0.643		
Item 8	0.587		
Item 14		0.930	
Item 9		0.916	

Item 12		0.681	
Item 15		0.603	
Item 17		0.573	
Item 1			
Item 7			
Item 18			
Item 13			0.944
Item 3			0.712
Item 6			0.533
Item 16			0.531
	28.21%	51.23%	20.56%

The first component is marked with high loads on the scale elements connected with the power of aspiration for generating the ideas and degree of the students' involvement into the creative activity; the second component – with the aspiration power to recognize, redefine and correct the self-perception, perception of oneself, his or her activity in the field of perception, communication and behavior, and the third – with the aspiration power to have the freedom of choice, to independently plan and design individual educational trajectories, solve arising personal and professional tasks. Each component was evaluated from the point of power harmoniousness and realization degree of each aspiration.

The research was carried out during two years (2019-2020).

Results

The mean values and mean deviations of the indexes of psychological well-being and its separate parameters were calculated in the whole sample with the help of descriptive statistics methods (Table 2).

TABLE 2. MEAN VALUE AND MEAN DEVIATION OF THE INDEXES OF PSYCHOLOGICAL WELL-BEING SCALE

Psychological well-being scales	Positive attitude to others	Autonomy	Medium management	Personal growth	Aims in life	Self-perception	Final scale
Mean value	60.5606	59.9242	58.3535	64.3636	57.8131	56.7475	359.2071
Mean deviation	7.1544	8.4577	6.8919	4.9219	7.2739	8.6212	36.9633

Three groups were formed based on the common index manifestation level: Group A with a high level of psychological well-being (397 scores and more), Group B with a low level of psychological well-being (from 253 up to 321 scores) and Group C with an average level of psychological well-being (from 322 up to 396 scores).

The results of comparing mean values of three samples on the final scale of psychological well-being are given in Table 3.

TABLE 3. EVALUATION OF THE SIGNIFICANCE OF THE DIFFERENCE OF MEAN VALUES OF THREE SAMPLES ON THE FINAL SCALE OF PSYCHOLOGICAL WELL-BEING

(I) GROUP	(J) GROUP	Mean difference (I- J)	Error difference	Significa nce	95% Confidence interval	
					Lower bound	Upper bound
Group A	Group B	124.9767**	4.5057	.005	116.2287	133.72475
	Group C	56.3680*	3.3896	.005	55.1667	57.5693
Group B	Group A	-124.9767**	4.5057	.005	-133.72475	-116.2287
	Group C	-68.6087**	4.4106	.001	-70.2080	-67.0094
Group C	Group A	-56.3680 *	3.3896	.005	-57.5693	-55.1667
	Group B	68.6087**	4.4106	.001	67.0094	70.2080

* Mean difference is significant at the level of 0.05

** Mean difference is significant at the level of 0.01

The hypothesis about statistically significant differences between the results of three groups was checked with the help of H – Kruskal-Wallis criterion on separate scales of psychological well-being (Table 4.)

TABLE 4. DIFFERENCES BETWEEN THE RESULTS OF THREE GROUPS ON SEPARATE SCALES

Scales	Positive attitude to others	Autonomy	Medium manageme nt	Personal growth	Aims in life	Self- perception
H _{emp.}	78.46588	139.01163	135.63135	90.15836	111.78635	83.54169
P-value	- 2.4206326 e	- 4.7632636 e	- 2.0969229 e	- 2.5210675 e	- 3.3174859 e	- 97096099e

Hypothesis H1 was accepted on all scales: differences between the group results are statistically significant at $p \leq 0.01$.

The profiles of psychological well-being of students of three groups were made based on mean values of each scale (Fig. 1).

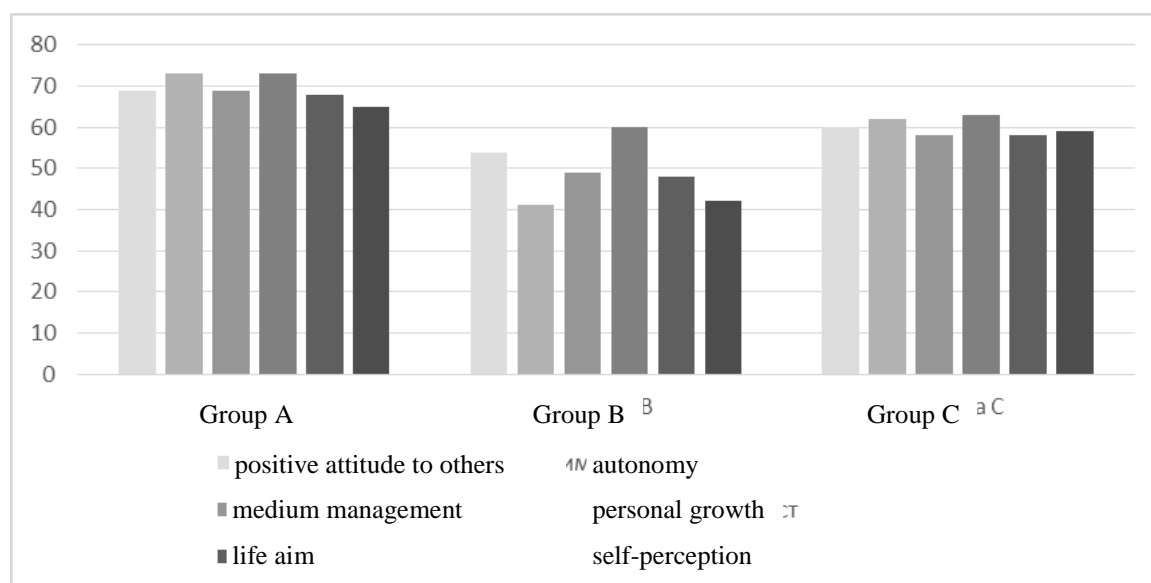


Fig. 1. Profiles of the directedness at the realization of components of positive functioning of students of three groups

The averaged indexes of the final scale of psychological culture in each group of students were determined. The comparison of arithmetic mean values demonstrated that the selected mean was larger in Group A (3.9874) than in Group B (3.072) and Group C (3.4597). The evaluation results of statistical confidence of the difference between the selected mean values are given in Table 5.

TABLE 5. STATISTICAL CONFIDENCE OF THE DIFFERENCE BETWEEN THE SELECTED MEAN VALUES

(I) GROUP	(J) GROUP	Mean difference (I-J)	Error difference	Significance	95% Confidence interval	
					Lower bound	Upper bound
Group A	GroupB	0.9154	0.0837	0.001	0.6409	1.1899
	Group C	0.5277	0.1010	0.001	0.1964	0.8590
GroupB	Group A	-0.9154	0.0837	0.001	-1.1899	-0.6409
	Group C	-0.4127	0.1051	0.001	-0.6634	-0.2507
Group C	Group A	-0.5277	0.1010	0.001	-0.8590	-0.1964
	Group B	0.4127	0.1051	0.001	0.2507	0.6634

One-way ANOVA test was carried out to confirm the data obtained. It allowed evaluating the significance of differences in the variation degree of the harmoniousness feature of personal-motivational power and its realization degree (Table 6).

TABLE 6. ONE-WAY ANOVA TEST RESULTS

Source of variation	SS	df	MS	F	Significance	F-critical
Between groups	17.7273972	2	8.863699	64.53438	.000	3.0422299
Within the group	26.7829508	195	0.137348			
Total	44.5103479	197				

As a result of multitude pairwise comparisons using Scheffe test, we found that there are statistically significant differences in harmoniousness of three main components characterizing the power to be a subject, to be a creative and reflexive human and their realization degree (Table 7).

TABLE 7. RESULTS OF MULTITUDE PAIRWISE COMPARISONS OF GROUPS BY THE MEAN DIFFERENCE OF VARIABLES

	(I) Group	(J) Group	Mean difference (I-J)	Std. error	Significance	95% Confidence interval	
						Lower bound	Upper bound
Aspiration to be reflexive	Group A	Group B	1.6556*	0.0801	.002	1.6092	1.7020
		Group C	0.9548*	0.1037	.002	0.9064	1.0032
	Group B	Group A	-1.6556*	0.0801	.002	-1.7020	-1.6092
		Group C	-0.7004*	0.1154	.003	-0.7557	-0.6451
	Group C	Group A	-0.9548*	0.1037	.002	-1.0032	-0.9064
		Group B	0.7004*	0.1154	.003	0.6451	0.7557
Aspiration to be a subject	Group A	Group B	1.4723*	0.0836	.002	1.4247	1.5217
		Group C	0.8346*	0.1011	.003	0.7874	0.8818
	Group B	Group A	-1.4723*	0.0836	.002	-1.5217	-1.4247
		Group C	-0.6377*	0.1122	.021	- .6913	-0.5841
	Group C	Group A	-0.8346*	0.1011	.003	-0.8818	-
		Group B	0.6377*	0.1122	.021	0.5841	0.7874
Aspiration to be creative	Group A	Group B	1.3975*	0.0762	.029	1.0533	1.1417
		Group C	0.7312*	0.2421	.031	0.6181	0.8443
	Group B	Group A	-1.3975*	0.0762	.029	-1.1417	-0.0533
		Group C	-0.6663*	0.2651	.012	-0.932	-0.5394
	Group C	Group A	-0.7312*	0.2421	.031	-0.8443	-0.6181
		Group B	0.6663*	0.2651	.012	0.5394	0.7932

* Mean difference is statistically significant at the level of 0.01

Discussion, conclusion, and implication

The results of investigation of psychological culture as a psychological well-being predictor on the sample of students of creative specialties are presented in this paper. The following provisions formed the research theoretical basis: 1) psychological well-being and psychological culture function as predictors of the success of students' educational-professional activity; 2) psychological well-being and psychological culture differ in space-temporal characteristics; 3) psychological well-being acts as the integral index of person's directedness at the realization of positive functioning components, and as the index of person's activity for the harmonization of power of aspirations and their realization degree.

The level analysis of the results obtained with the help of descriptive statistics methods showed the sample heterogeneity by the common index of psychological well-being: high level of psychological well-being was found in 43 persons/21.7% from the whole sample (Group A), low level – in 40 persons/20.2% from the whole sample (Group B) and average level – in 115 persons/58.1% from the whole sample (Group C). The differences between the results of three groups on separate scales of psychological well-being appeared to be statistically significant.

The structural analysis allowed finding both common and different in the students' evaluation of the significance of separate components of positive functioning in the conditions of educational medium of a HEI. In the profile of psychological well-being of students in Groups A and C such aspects of positive functioning as personal growth and autonomy play the most important role, the least important – positive attitude to others and medium management; in the profile of students in Group B – personal growth and positive attitude to others. Thus, all students, independent of their psychological well-being level, focus on the problems of personal growth, aspiration to realize their potential. Essential differences between the students in Groups A and B are seen on the scale "autonomy". It is found that students with positive affect predominance are able to demonstrate more independence in their behavior, evaluation of themselves guided by their own standards. At the same time, students with negative affect predominance rely on others' opinion. Isolateness experienced by them is compensated by the desire to have positive attitude to others, to be more conforming than students in Group A.

The lack of certain tendency in experiencing well-being and specific aspects of positive functioning evaluated by the students as those promoting and hindering the completion of educational-professional tasks, full functioning of a person can indicate either clearly distinctive personality or uniqueness of students having selected creative specialties, or specifics in arranging the educational medium in a creative HEI supporting and developing creative individuality.

The high averaged index of the students' motivation potential (actualized by 87.5% (average score 4.5) and realized by 62.5% (average score 3.5)) implies certain disharmony of the power of students' aspirations for self-development, self-perfection (the scores were converted into % and harmoniousness level was found by the scale proposed by O. I. Motkov). The harmoniousness level revealed is the index of the students' possession degree

of the activities in self-development; in this research psychological culture is considered as their method.

The analysis of psychological culture indexes revealed the following: the power motivation potential does not depend on the well-being level and is rather high in all three groups: in Group A the potential is actualized by 90%, in Group C – by 87.5%, and in Group B – by 85%; the realization degree of motivation potential adequately fits the level of psychological well-being: 75%-realization in Group A, in Group C – 62.5% and in Group B – 50%; the harmoniousness level is identical to the psychological well-being indexes.

The statistical confidence of the difference between selected mean values confirms the difference in three samples by the ability to make personal potential actualized using its realization technology.

Students in Group A are distinguished by more complete perception and experience of the value of the process of mastering a future profession and relevance in the study process and interpersonal relations with others. They are ready and able to harmonize their inner world, capable of task-oriented work in self-development and self-perfection, of constructive completion of a wide range of everyday tasks. The optimal state of psychological culture provides the development of humanitarian (psychological) thinking of students, endues the knowledge acquired by them with an evaluation function. This requires perceived self-definition and self-development.

The perceived and sensible actualization of own motivation potential by students and possession of its realization technology by them provides complete functioning of the person in the conditions of HEI educational medium. This gives us grounds to consider psychological culture as a personal predictor of psychological well-being.

This conclusion confirms the fact that the main components of psychological culture are also predictors: culture of the aspiration to be a subject, culture of the aspiration to be creative, and culture of the aspiration to be a reflexive human. The statistical confidence of the difference between the selected mean main components in three samples indicates different harmoniousness level of the aspiration power to be a subject, to be creative and reflexive, and their achievement degree of students with different level of psychological well-being. The harmoniousness level of the power of these aspirations and their realization degree were evaluated in each sample to predict the values of the variable “psychological well-being”.

In the group of students with a high level of psychological well-being the harmoniousness level indicated their activity level in perception, evaluation and regulation of their aspirations and possibilities for their realization. As a procedural characteristic, the harmoniousness level demonstrated the availability of internal process targeted at either actualization of the aspirations to be a subject, to be creative and reflexive (WANT), if the necessary opportunities (CAN) are available, or development of possibilities if the actualized aspirations are available. The internal work of a student for the harmonization actualized motivational, essentially personal, potential and the corresponding technology of its realization indicates the psychological culture optimality degree. Psychological well-being

demonstrating the realization degree of the main components of positive functioning in the conditions of the educational process in a creative HEI is the result of such work on self-development and self-perfection.

The revealed peculiarities of the subjective experience of students of creative specialties allow conceptualizing the educational medium of a HEI in the context of its influence on the students' psychological well-being, which assumes the search for answers on the following questions: 1) What is necessary for the educational medium of a HEI to contribute to the formation of such student's attitude to the process of mastering a future profession for him or her not to only feel its value, but also feel himself or herself relevant both in the study process and system of interpersonal relations? 2) How is it possible to stimulate the student's personal growth, be harmonious and make harmonious relations with others? 3) How is it possible to design the education targeted not at "teaching for an exam" but at "teaching well-being" based on the complex approach in the conceptualization of psychological well-being?

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