

# The Relationship Between the Level and Structure of Subjective Well-Being in High School Students

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The article presents the study of the structure of subjective well-being (SWB) of senior schoolchildren, taking into account the actual and real level of its indicators and factors. 3282 students of grades 7—11 of the Tyumen region were interviewed. The author's questionnaire was used as a tool in the study, built on the basis of the of The International Survey of Children's Well-Being (ISCWeB) — Children's World is taken as a basis. High school students assessed how important a specific SWB indicator (actual level) and its severity (real level) are for them. Factor analysis allowed us to determine the following structure of the SWB: family, school, agency, status, social loyalty, security and romantic relationships. Two-stage cluster analysis in the space of selected factors allowed dividing schoolchildren into 3 cluster groups, homogeneous with respect to the phenomenon under consideration: Romantics, Conformists, Rebels. The analysis of the weighting coefficients of the actual and real level of SWB in all three groups showed that those who have the structure of all factors of SWB harmoniously correlated are more satisfied and prosperous — Romantics, a low level of SWB is noted in Rebels.

**Keywords:** subjective well-being of high school students, indicators of well-being, the structure of the SWB, the actual level of the SWB, the real level of the SWB, balance.

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## Связь уровня и структуры субъективного благополучия у старших школьников

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В статье представлено исследование структуры субъективного благополучия (далее — СБ) старших школьников с учетом актуального и реального уровня его индикаторов и факторов. Опрошено 3282 учащихся 7—11-ых классов Тюменской области. В качестве инструментария в исследовании использован авторский опросник, построенный на базе опросника международного исследовательского проекта по изучению СБ детей — Children's World. Старшеклассники оценивали, насколько для них важен конкретный индикатор СБ (актуальный уровень) и его выраженность (реальный уровень). Факторный анализ позволил определить следующую структуру СБ: семья, школа, агентность, статусность, социальная лояльность, защищенность и романтические отношения. Двухэтапный кластерный анализ в пространстве выделенных факторов дал возможность разделить школьников на 3 кластерные группы, однородные по отношению к рассматриваемому явлению: Романтики, Конформисты, Бунтари. Анализ весовых коэффициентов актуального и реального уровня СБ во всех трех группах показал, что более удовлетворенными и благополучными являются те, у кого структура всех факторов СБ гармонично соотносена — Романтики, низкий уровень СБ отмечен у Бунтарей.

**Ключевые слова:** субъективное благополучие старших школьников, индикаторы благополучия, структура СБ, актуальный уровень СБ, реальный уровень СБ, баланс.

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## Introduction

Research on child subjective well-being (hereafter referred to as SWB) has advanced as a result of the development of childhood theory, the adoption of the Declaration of the Rights of the Child, and the transition to positive psychology. It was initiated by the Child Indicators movement [21] and Large-scale SWB studies, such as Children's Worlds [22; 36], the United Nations Children's Foundation (UNICEF), and PISA (<https://www.oecd.org/PISA/>, Programme for International Student Assessment), etc. SWB questions are included in global surveys such as the World Values Survey, the European Values Survey, Eurobarometer, Gallup World Poll [19]. These studies have provided an empirical basis for understanding children's SWB. A growing body of research indicates children's ability to reflect on their lives as a whole, and to identify and differentiate their SWB. The interest in the study of SWB of children in modern science is very high. In the international Scopus database, a search for the keywords "subjective well-being" and "children" yields 4,541 publications, of which 2 391 have been published in the last 5 years. A similar trend is observed in the Russian scientific electronic library eLibrary. The SWB of schoolchildren is regarded as a significant factor of their quality of life, health, personal development, academic performance, and success, and therefore, the quality of their future life [20; 37]. International organizations define pupils' SWB as a fundamental indicator of the quality of education. However, researchers with certain anxiety note the decrease in the

level of SWB in schoolchildren during the last three years [7; 12]. For more than 30 years, the model of SWB that distinguishes between the affective and cognitive components has dominated the study of SWB [5; 19; 24; 25]. This approach is based on the eudemonic understanding of SWB, A. Maslow's pyramid of needs, in which, first of all, the existential, rather than deficit (basic) human needs predetermine ways of achieving happiness [1; 10; 11]. At the beginning of the 21st century with the development of positive psychology [16], researchers proposed to complement life satisfaction with such a parameter as harmony in life [30]. Harmony differs from life satisfaction in that it includes the behavior and perceptions of a person who is in harmony or striving for equilibrium with the surrounding world [28; 30]. Within the framework of this study, the authors understand SWB not only as life satisfaction but also as harmony and balance of its constituent factors.

Issues related to the instrument of measurement are one of the foci of discussion. In the English-language literature, the three most popular instruments for measuring subjective well-being are PANAS, SWBLS, and Harmony in Life Scale (HILS) [13; 15; 17; 24; 34; 38]. The theoretical basis of the PANAS scale is the hierarchical model of emotions [38], the upper level of which contains two factors, corresponding to two signs of Valence of emotions (positive and negative), and the lower level includes the factors, corresponding to the different contents of emotions (in Russia it is adapted and validated by D.A. Leontiev and E.N. Osin in 2003). The Satisfac-

tion With Life Scale (SWBLS) of Diener and Pavot has been developed as an alternative to the PANAS, and is designed for mass surveys of respondents about their satisfaction with life in general. The Harmony in Life Scale assesses the subjective person's perception of harmony in life [30].

Researchers from the International Survey of Children's Well-being (ISCWeB) (<http://www.isciweb.org/>) from more than 40 countries have been studying children's SWB, calling first and foremost for the voices of children around the world to be heard [22; 23; 36;]. Early studies of children's SWB used the scales borrowed from the versions for adults. However, there has been rapid progress in this area. T.O. Archakova et al. have described five questionnaires used for research on children's SWB: The Multidimensional Students' Life Satisfaction Scale (MSLSS); Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS); Personal Well-Being Index (PWI); KINDL-R; TedQL, available for children of 3—4 years old [2]. T.O. Archakova and co-authors, investigating the age dynamics of SWB, also suggest a balance between subjective and objective metrics of well-being [3]. The researchers describe a methodology for assessing SWB based on the new methodology for assessing SWB, which is to study the degree of Satisfaction of the child with the system of their attitude towards themselves, others, the environment, and their chronotope [14].

The SWB of high school students has been studied to a lesser extent. Adolescence is an intense period of development, and the difficulties encountered at this time have important implications for adult life [9]. It is important to investigate the structure of SWB in order to identify and describe the factors and their correlation, which allows to create conditions for adequate support for adolescents [8].

## Methods

Research objective: to study the structure of SWB by comparing the actual and real level of its assessment by high school students.

Research Questions: What is the structure of high school students' SWB from the perspective of two dimensions: how important is it to them and how expressed is it in their lives? Is there a relationship between the level and structure of subjective well-being in high school students?

**Design.** The empirical study was conducted in schools in the cities of Tyumen, Ishim, Tobolsk, Zavodoukovsk, and Yalutorovsk, as well as Tyumen, Ishim, Zavodoukovsk, Tobolsk, and Yalutorovsk districts.

**Procedure.** The study was conducted in the classroom, with prior parental consent. The survey took between 20 and 30 minutes. The permission to conduct the study was obtained from the Department of Education and Science of the Tyumen region. The data collection took place in April and May 2022.

**Sample.** The empirical basis of the study was provided by the data obtained through a survey of 3,282 students in grades 7 to 11. Distribution by grade (number of respondents / percentage of the total number) was as follows: 7th graders — 895/ 27.3%; 8th graders — 973/ 29.6%; 9th graders — 372/ 11.3%; 10th graders — 710/ 21.6%; 11th graders — 332/ 10.1%. The gender distribution of the sample reflects a typical proportion: 56.5% of respondents were girls and 43.5% were boys.

The survey of pupils' SWB was conducted with the help of the authors' questionnaire which was based on the questionnaire of the international research project on the study of children's SWB — Children's World (Access mode: <https://isciweb.org/the-questionnaire/>) [4].

The data analysis conducted in the research consisted of such stages as the adaptation of the constituent parts of the questionnaire and the exploratory analysis conducted in order to identify common dependencies and patterns of the phenomenon in question. The adaptation of the questionnaire included an analysis of its factor structure and the suitability of the SWB indicators, in terms of the internal consistency of individual factors.

The questionnaire includes 47 indicators reflecting the actual (how important) and real

(how expressed) levels of SWB, which were evaluated on a 5-point Likert scale. The statements in the two parts of the questionnaire are identical in their semantic content but differ in their wording. The proposed model of the survey makes it possible to determine the actual and real assessments of the SWB of high school students and to see the structure of the SWB as a whole by comparing the weight coefficients of evaluation.

In order to reduce the dimensions of space of the indicators of the actual level, exploratory factor analysis was performed, which revealed an 8-factor structure of the phenomenon in question. Sample adequacy measure  $KMO=0.962$ . The results of the KMO test allow us to conclude about the general suitability of the available data for factor analysis, i.e. how well the constructed factor model describes the structure of respondents' answers to the analyzed questions. In our case, this indicator is a very good result and points to the appropriateness of factor analysis.

The total percentage of variance explained by the selected factors is 58%. The total variance of all variables is the sum of the unit variance of all traits, which is simply the number of traits. Summing up the fractions of the variance of all variables for one factor, we obtain the total variance of all variables due to the effect of this factor. By dividing the total variance due to a given factor by the number of traits, we obtain the proportion of variance due to a given factor, or the informative value (power) of the factor.

Factor #1, Family, characterizes students' satisfaction with family and relationship with relatives and other close people and is represented by indicators with high factor loadings: confidence that parents will always understand, support and protect you (0.812), having family support in any life situations (0.786), belief of parents in your abilities and your life potential (0.778). The power of the factor 11.71%.

Factor# 2, School, reflects respondents' satisfaction with school life, primarily with the knowledge they receive (ability to get good subject knowledge at school, 0.704) and the level of teachers' competence (having good

teachers who give real knowledge, 0.610). The power of the factor 10.93%.

Factor # 3, Agency, included the following indicators: to be able to step out of your comfort zone and take risks when necessary (0.695), to have freedom in making decisions about your life (0.607), to be able to make mistakes without fear of parental judgment (0.607), to have independence from the opinion of others about yourself (0.424). The factor explains 8% of the total variance.

Factor # 4, Status, describes the material satisfaction of high school students (have better (at least not worse than others) gadgets and clothes, 0.766) and authority among peers (have authority with their classmates, 0.519; have many friends and subscribers in social networks, 0.678). The factor explains 6.98% of the total variance.

Factor #5, Social Loyalty, reflects a correct attitude in interaction with society and individuals and is represented by indicators: to do good deeds, to volunteer, to do charity, 0.676; to be optimistic in all situations, to believe in the future, 0.506; to meet the expectations and wishes of parents, 0.416. The factor explains 6.64% of the total variance.

Factor #6, Protectiveness (Security), comprised indicators that were responsible for students' psychological and physical safety (to be protected from psychological and physical violence at school, 0.705; to have the right to be treated fairly at school, 0.675; to be able to express and defend one's opinions without fear, 0.644). The factor explains 6.06% of the total variance.

Factor #7, Health, combined indicators related to a healthy lifestyle (lead a healthy lifestyle (not smoking, not drinking alcohol, eating healthy, etc., 0.514; have a good appearance (have no problems with skin, weight, etc.), 0.603). The factor explains 3.82% of the total variance.

The indicators of feeling in love (0.844) and being in a romantic relationship (0.840), which were included in Factor #8 (Romance), explain 3.81% of the total variance.

The main criterion for a good factor structure is the possibility of meaningful interpreta-

tion of each factor by two or more original variables. If the researcher additionally faces the problem of justifying the stability of the factor structure in the general population, then the requirement of unambiguous correlation of each variable with one of the factors is added. This requirement means that each variable has a large absolute value load (0.7 or higher) only for one factor and a small load (0.2 or less) for all other factors. In the case under consideration this requirement is satisfied.

The reliability of the questionnaire scales was checked for internal consistency by calculating  $\alpha$ -Cronbach's coefficients. All factors (scales) showed sufficient internal consistency ( $\alpha > 0.75$ ). In addition, Cronbach's alpha coefficients were analyzed when each of the indicators was removed from the corresponding scale. The vast majority of items work well for the final scale, as the value of Cronbach's Alpha coefficient does not decrease when these items are removed, indicating a high coherence of the questionnaire indicators with the corresponding factors.

### Results

In order to describe the structure of the SWB, a two-item evaluation by high school students of the identified factors was ana-

lyzed. The students were able to rate each indicator on a Likert scale in two ways by answering the questions: How important is this to you? and How much do you agree with the following statements? Thus, the results allow us to assess and compare among themselves the degree of importance for high school students of specific factors and the assessment of their expression in life (Fig.1).

To describe the structure of SWB, we analyzed two-position evaluation by high school students of the highlighted factors.

**Actual level.** Safety (psychological and physical) and agency turned out to be the most important for high school students. For high school students, it is important to be the master of their lives, have the right to make mistakes, make decisions concerning life without the fear of condemnation from their relatives. To enjoy life, believe in oneself, be autonomous is also necessary for SWB students as are acceptance, unconditional love, and support of relatives (factor Family — 4.42).

**Real Level.** The pupils' assessment of how the factors manifest themselves in their lives shows a similar picture: high school students are most satisfied with their family and relationships with relatives and friends, and

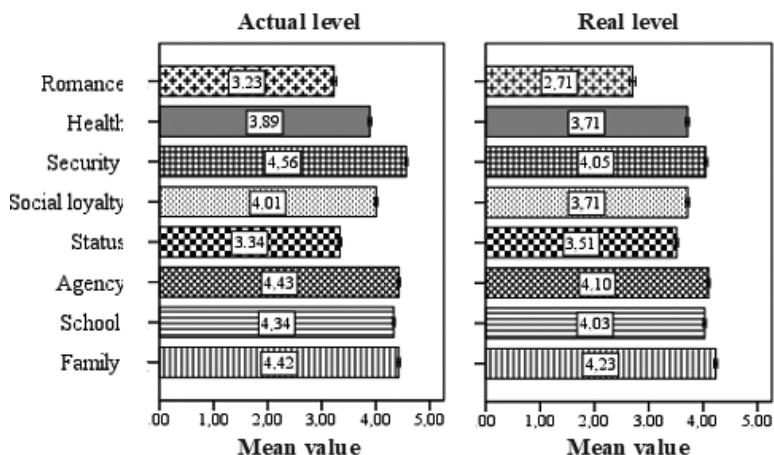


Fig. 1. Factor profiles of high school students highlighted in the space of SWB: actual and real levels (mean values)

consider themselves sufficiently independent, independent, and protected. These results correlate with other studies that have shown a relationship between feelings of safety at home, in the neighborhood, and children's safety [6; 4; 31; 33; 35].

In the system of evaluations of SWB by high school students, the actual level of factors is slightly higher than the real one.

Further, we considered the actual level as a weighting factor in taking into account the SWB of high school students. Two-stage cluster analysis in the space of the selected SWB factors allowed to distribute high school students into 3 cluster groups (Fig. 2). The two-step cluster analysis procedure is an exploratory analysis tool for identifying the natural partitioning of a data set into groups (or clusters), which is difficult to detect without its use. The algorithm used by this procedure has several attractive features that distinguish it from traditional cluster analysis methods: handling categorical and continuous variables, automatic selection of the number of clusters, and scalability.

High school students were distributed almost equally across the three cluster groups.

Students in the 8th grade (28 to 30%) and the 7th grade (23 to 28%) were the most numerous in each group. For objective reasons, graduate school students were less actively involved in the study: up to 10% of the 11th-graders and 10-12% of the 9th-graders were surveyed. Thus, in the age ratio, the formed cluster groups are quite homogeneous.

The first group, Romantics, comprised one-third of the sample, 1,080 people (33.8%). The most important factors in the structure of the SWB for these children are Romance (to feel in love, to be in a romantic relationship) and Status: the level of expression of these factors is much higher than the average for the general population. For Romantics, it is important to satisfy the needs that constitute material well-being: modern gadgets and things, and the number of subscribers in social networks (status). The other factors — family, school, agency, security, health, and social loyalty — are less significantly expressed in the structure of their SWB. At the same time, they are oriented toward social loyalty: only 12.69% — have difficulties in mastering subjects and have a level of achievement — below average.

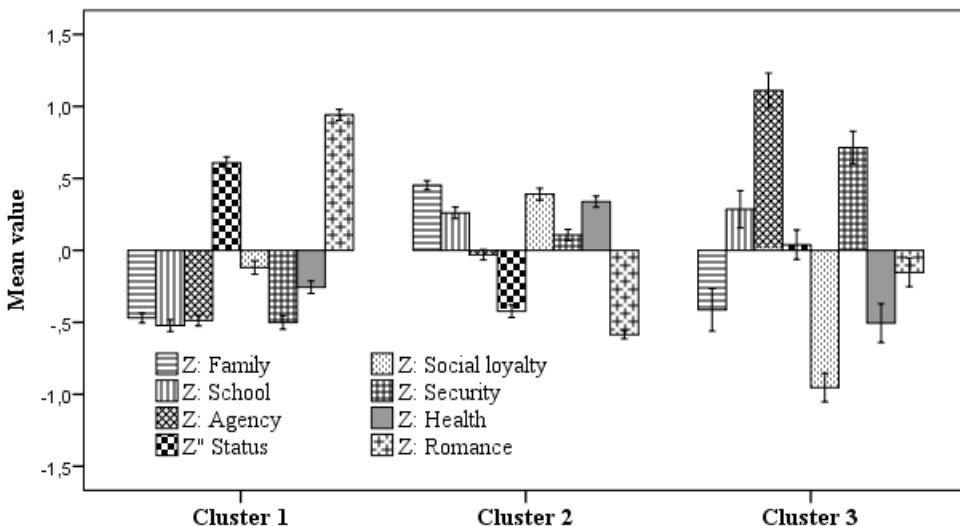


Fig. 2. Factor profiles of cluster groups determined by the contribution of different factors to the overall level of subjective well-being

Students in the second group, Conformists, are radically different from the first and are the most massive group, 1,598 people, or 50.0%. Status and romance are not important to them at all, they rated these factors lower than the average for the general population. The first place is taken by the well-being of the family, support, and love of relatives, good relations with relatives, the opportunity to please the family, to take care of relatives. The Conformists evaluated the components of satisfaction with school life, health, and social loyalty as slightly higher than the average for the general population. Obviously, they are more focused on stability, social approval, and generally accepted norms and values — I am what people want me to be. It is in this group that the maximum number of students with excellent academic performance is presented — 18.9%, and the minimum number of children with a level of achievement below average — 7.63%.

The representatives of the third group, Rebels (519 people, or 16.2%), have an interesting profile of SWB: from maximal evaluations of the factors of Agency and Security to minimal ones of the factor of Social Loyalty. The Rebels are prone to constant and bright manifestation of their position, expression of their personality, and assertion of their opinion. In order to achieve their goals, to realize their potential and plans, they are willing to engage in conflicts with others without striving for conformity. The Rebels believe in their own success, with little reference to the opinion of society. Judging by the fact that school is also on the list of important factors, self-actualization of these students is carried out, including in the educational institution. Nevertheless, this group has the maximum number of students with below-average achievement — 17.73%, and the minimum number of students with average achievement — 67.44. At the same time, for Rebels it is important to have a feeling of psychological and physical safety, they hope for a fair attitude towards themselves, even if they express an alternative opinion. Lower than the average for the general population, they estimate satisfaction with the family and their health; even the pres-

ence of romantic relationships is not significant for their SWB.

### **Contribution of each factor to the SWB in % of content, actual level**

The representatives of the first (13.23) and second (16.16) cluster groups have the maximum weight in SWB of the Family factor — “we all come from childhood”. The importance and contribution of well-being to family life is confirmed by numerous both domestic and foreign researchers [4; 18; 26; 29; 32].

The most balanced structure of SWB is demonstrated by the Romantics. The contribution of each factor is approximately equal: from 11.49 (Status) to 13.23 (Family). The structure of the SWB of the Conformists is characterized by a shift in the emphasis on the importance of the factors: the minimum specific weight has Romance (4.40%) and Status (8.21%). At the same time, the other factors are rated rather high: from 12.97 (Social Loyalty), 14.29 (Agency) to 16.16 (Family). Different priorities stand out in the structure of the SWB of the Rebels: the factors of Romanticism (6.68), Social Loyalty (9.52), and Status (9.68) have minimal specific weight. The contribution of other factors is estimated rather high, the maximum weight with a record figure of 17.47 for all three groups has Agency and Security (16.82).

### **The average level of subjective well-being of high school students in the three cluster groups**

Comparison of weight coefficients of evaluations of the real and actual level of security components made it possible to determine the level of security in general for each cluster group. The final value was obtained by calculating the arithmetic mean of the real state of the indicators multiplied by the evaluation of their importance for the respondent. The total level of SWB is the result of summing up the levels of subjective well-being for all the factors. The highest level of SWB is demonstrated by the respondents of the first cluster, and the lowest by the third cluster (Fig. 3).



The comparison of the weight coefficients of the assessments of the real and actual levels of the components of SWB allowed us to determine the level of SWB as a whole for each cluster group. The final value was obtained by calculating the arithmetic mean of the real state of the indicators multiplied by the evaluation of their importance for the respondent. The total level of SWB is the result of summing up the levels of subjective well-being for all the factors. The highest level of SWB is demonstrated by the respondents of the first cluster, and the lowest by the third cluster (Fig. 3).

The highest level of SWB is observed in the students of the first cluster group — the Romantics. The harmonious structure provides students in this group with the highest level of SWB, which correlates with the research of positive psychology [16], which states the highest importance of striving for balance with the surrounding world as a key factor of SWB [28; 30]. The higher level of SWB in this group can also be explained by natural mechanisms of ego-identity formation for the given age, which are chosen by schoolchildren in this group. The Romantic relationships, falling in love for older adolescents is the definition of their own identity via the other one, as a relationship with themselves via the other one [27].

Shifting the orientations in favor of internal or external factors in the process of finding oneself makes the process of ego-identity difficult and makes the passage of adolescence and early adolescence subjectively and emotionally difficult.

Conformists demonstrate a fairly high level of SWB, with all factors except Romance and Status rated highly. Nevertheless, an excessive focus on social approval, and the opinion of others, perhaps sometimes to the detriment of themselves, makes these students slightly less well-off than the Romantics. Trying to understand themselves, to find their identity through the norms and rules of society.

The Rebels have a much lower specific weight of all factors and an overall level of SWB than the Romantics and the Conformists. The Rebels are ready to express their hypertrophied agency in a safe society. Excessive self-orientation without an attempt to integrate into society, without regard for social norms as well as excessive self-demonstrations do not make these students happy.

### Conclusion

The results of the study allow us to conclude that SWB is in the focus of child psychology all over the world and is considered

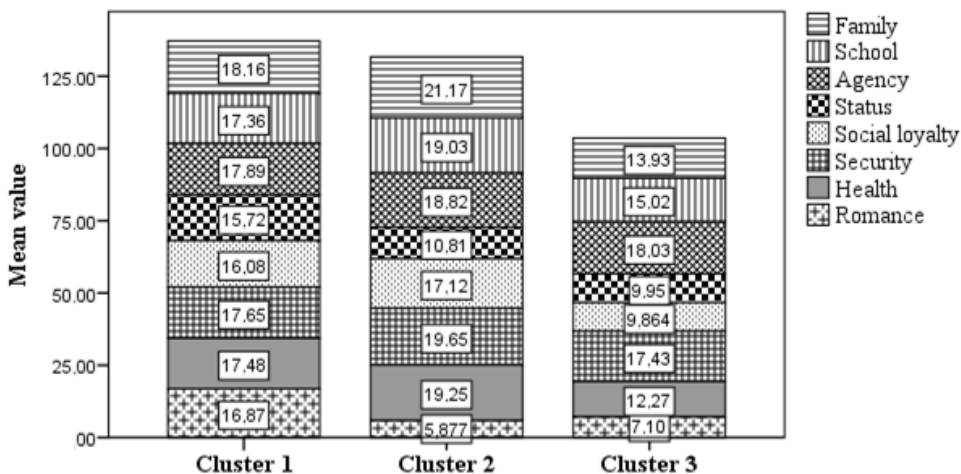


Fig. 3. Average level of subjective well-being of respondents in different cluster groups

as the most important indicator of children's quality of life. The analysis of evaluation of the actual and real level of SWB by high school students allowed us to distinguish between three clusters: romantics, conformists, and rebels, and to analyze the structure of their SWB. The present study proves once again that there is no universal formula for well-being. Thus, one group of schoolchildren needs only romantic relationships and peer recognition to be happy; for others, social approval, family, and public recognition are important; for another group, presenting themselves to the world as much as possible is fundamental. Researchers study the structure of children's SWB in search of factors and predictors that are maximally significant for happiness. Innovative from the point of view of measurements in the present study is the allocation of a separate focus — the actual level along with the real level in evaluations of SWB by high school students. The analysis of the weight coefficients of the actual and real

level of SWB in all three groups has shown that those whose structure of all SWB factors is harmoniously correlated are more satisfied and prosperous. In this sense, those who are able to maintain balance, are happier.

The reliance on quantitative methodology, which does not allow "hearing the voices of children" to the fullest extent, can be considered a limitation of this study. Supplementing the study with qualitative methods (interviews, focus groups, content analysis) will significantly expand the understanding of the SWB of high school students.

The prospects for this work include refining the instruments of the SWB study, reducing the indicators with low discriminant power, and optimizing the questionnaire, especially for 7th graders who did not find the study easy. Cross-regional research will allow for a more accurate understanding and description of the SWB structure of high school students.

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