

PERSONAL WELL-BEING AS THEORETICAL CONSTRUCT

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S u m m a r y. Personal well-being by nature means integrated social and psychological education conditioned by factors and various determinants, has complex internal structure and functions and is one of the main criteria of socialization and adaptation of personality, and also creates necessary prerequisites for further development of personality and realization of its internal potential. The concept of “personal well-being” gives a perspective to allocate two criteria of analysis: structural and functional. Structural level allows considering the content of this concept through the “relation” category. Functional criterion allows considering well-being of personality as a result of its positive functioning. In changing living conditions the achievement of well-being demands from an individual the activity directed on self-development, providing formation of personal qualities which maintain stability of its positive functioning. Subjectively well-being is experienced by the person as satisfaction with the achievements, confidence available from own personal resources to create optimum living conditions and possession of ways of their updating in new living conditions.

Key words: theoretical construct, eudaimonic and hedonic approaches, personal well-being, functioning of the personality, structural level, functional criterion, personal resources, category of “relation”.

INTRODUCTION

The phenomenon of well-being of the personality became a subject of psychological research into its positive functioning. Originally the concept “functioning of the personality” arose within the theories of personality in connection with the description of “healthy” (positive) and “unhealthy” (negative) functioning. The concept “positive functioning of the personality” gained development in line with a humanistic paradigm.

Various aspects of positive functioning of the personality, such as personal growth, positive relations with people around, ability to operate events of own life, intelligence, vital purposes are integrated in subjective feeling of psychological well-being of the personality.

To date, psychological science has not yet produced a single generally accepted notion of personal well-being, has not clearly defined its structure or identified its components and determinants.

Studying personal well-being in psychology is carried out mainly in two directions: eudaimonic and hedonic. Eudaimonic approach is based on understanding of the well-being of personality as result of its self-development. The personality, transforming itself, reaches harmony with itself and the world (E. Desi, R. Ryan, A. Waterman et al.). In hedonic approach well-being of the personality is considered as the prevalence of positive experiences over negative and at the present stage supporters of this direction concentrate on studying emotional well-being of the personality (M. Argyle, N. Bradburn, E. Diener, D. Kahneman et al.).

METHODS

Theoretical methods: the use of logical-semantic and structural-functional method allowed to deepen the conceptual framework, highlight structural and functional education in the theoretical constructs of personal well-being.

RESULTS AND DISCUSSION

Considering the concept of “personal well-being” two criteria for analysis should be adopted: structural and functional. Structural level allows considering the content of this concept through the category of “attitude” due to personal characteristics. In this case, the structure of personal well-being includes the system of relations: relation to themselves and others as to the value of having a rich potential for development, to the conditions of life as creatively reinterpreted and created personality, and to the effectiveness of their own personal functioning in conditions that people cannot change. Subjective well-being is experienced by man as satisfaction with their achievements, confidence in the presence of their own personal resources to create optimal living conditions and possession of ways to update them in new conditions of life.

Functional criterion allows to consider the welfare of an individual as a result of their positive performance. From this perspective, personal well-being includes: positive relations with others, autonomy, competence, meaningfulness of their goals, personal growth, etc.

In changing conditions of life to achieve prosperity, demands on an individual activity are aimed at self-development, ensuring the formation of personal qualities that support the stability of positive performance.

Thus, personal well-being means the experience of satisfaction with own life as a result of positive performance achieved through personal development and self-development.

The review of approaches developed by modern psychology of personal well-being let select basic semantic parameters of this theoretical construct. Within the framework of different approaches these parameters can have different values. However, these parameters must be considered in the study of the phenomenon of personal well-being as their totality of semantic structure defines the concept of “personal well-being” and its relationship to adjacent concepts. Those semantic parameters include:

- 1) factors affecting personal well-being
- 2) components of personal well-being
- 3) levels of functioning of a person
- 4) focus on functioning of a person
- 5) methods of self-regulation
- 6) function adaptation / integration
- 7) locus of personal well-being.

Therefore, personal well-being in the form of structural and functional model was assumed in this analysis (Fig. 1). The factors of personal well were divided into two groups: internal and external. The internal factors included biological and psychological aspects, and external – social.

E. Desi, R. Ryan (2001) believe that the relationship between physical health and psychological well-being is evident. The disease often causes functional limitations that reduce the potential for life satisfaction. Well-being of an individual, therefore, is considered as a systemic quality or phenomenon that occurs on the basis of psycho-physiological functions of the body and the preservation of the influence of genetic factors on individual differences in personal well-being.

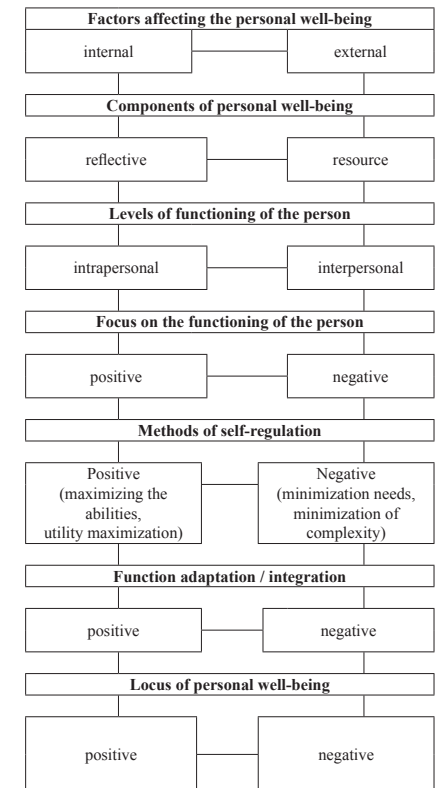


Fig. 1. Structural and functional model of personal well-being

E. Desi, R. Ryan suggest that personal well-being is also associated with basic psychological needs: the need for autonomy and competence. Autonomy here refers to the perception of their behavior as congruent internal values and desires of an individual. At the heart of autonomy are support and lack of control from others. The need for competence means a tendency to master their environment and its effective operation; it is supported by an environment that confronts human problem of optimal levels of difficulty and give them positive feedback. It destroys the well-being of individual social deprivation and disturbs significant interpersonal relationships.

Developing the model of personal well-being was based on two major psychological approaches: hedonic and eudaimonic. There were two components distinguished in the structure of personal well-being: reflective component and resource.

Reflective component is consistent with the hedonic approach and resource – with eudaimonic. In addition, it is necessary to note that each component consists of our present cognitive aspect (representation of certain aspects of their existence) and affective aspect (emotional relation to these aspects).

Cognitive aspect of personal well-being reflects a holistic consistent picture of the world, an understanding of the current situation. Cognitive dissonance makes information contradictory and perception of the situation uncertain, as well as causes informational or sensory deprivation.

Affective component of personal well-being arises as an experience that combines the feeling caused by success (or failure) of a subject in various spheres of activity, etc.

Ideas about their own welfare and its evaluation (cognitive and emotional components) either limit or extend the opportunity to enjoy life and in a certain way affect the ability of a person to fully enjoy functioning.

The structure of reflective component includes the category of «attitude» due to personal characteristics. The indicators of this component are attitude toward themselves and others and to the conditions of life. As such, they have an important value for an individual in terms of lessons, normative notions of «safe» external and internal environment and is characterized by the experience of satisfaction.

R. Shamionov (2010) notes that the question of subjective well-being of an individual comprises

at least two positions: going from «personality» – the problem of consciousness, reflective («I» and «a person» - the problem is external to it as the content of subjective conditions of well-being and its variability (which is usually associated with the prevention of functional disorders).

He also points out that subjective well-being of a person includes their socio-normative value judgments, the implementation of which is predetermined by the totality of the conditions of socialization, both as subjective and objective plans.

Sustainability and quality of relationship to self and others determine the possibility of autonomy and social competence of an individual. Positive relationships contribute to the understanding of goals and the meaning of existence, which is a condition of self-actualization and desire for personal growth. High score in this component means creation of positive attitude towards themselves and their past, awareness and acceptance of various aspects of the «I», having the ability to get satisfaction from warm trusting relationships with others and with concern for the welfare of others, the ability to empathize. It also reveals the level of self-determination and independence, the ability to resist social pressure and exercise independent judgment, high self-regulation of behavior and social competence.

Resource component is based on the preservation of mental processes and functions and their compensation in the presence of deficit. E. Desi, R. Ryan believes that the relationship between physical health and psychological well-being is evident. The disease often causes functional limitations that reduce the potential for life satisfaction. Well-being of an individual, therefore, is considered as a systemic quality that develops on the basis of psycho-physiological safety functions.

Furthermore, the presence of mental stress, anxiety and aggression causes some deterioration in personal functioning as a whole, while psychological well-being generally provides current success of the individual and their integrity.

I also share the view of E. Desi, R. Ryan, that well-being of a person is associated with the implementation of needs with social context (the need for autonomy and competence) and self-realization.

The possibility of self-identity gives a sense of satisfaction with their achievements, opens to new experience, creates the opportunity to

experience the prospects for personal growth, self-knowledge and self-efficacy horizons.

Personal well-being is also the result of personal achievement of success in leading activities, inner peace, realizing their own potential, etc.

Eudaimonic approach is based on the fact that personal growth – the main and most necessary aspect of well-being, is based on the confidence of a person in the presence of their own resources to create optimal conditions for their own lives and ways of mastering their actualization in new environment.

Personal growth provides the desire to grow, learn and accept novelty aside the sense of progress (C. Ryff, C. Keyes, 1995). If personal growth, for some reason is not possible, the consequence is a sense of frustration of their own abilities, stagnation, lack of desire to change, to learn new skills and abilities, thus reducing the interest in life in general.

Thus, the components of personal well-being not only reflect its basic structure, but also affect the main spheres of personality, pointing to the main objectives in its achievement.

There are two levels of personality functioning defined: intrapersonal and interpersonal. Intrapersonal level is characterized by intrapersonal processes (R. Shamionov, 2010), a system of values, balance between the level of aspiration and self-esteem, etc. Interpersonal level of functioning is characterized by social experience (ways to overcome deprivation or frustration, complex patterns of behavior, social orientation and social status).

In changing conditions of life to achieve prosperity, demands on an individual activity are aimed at self-development. Activity ensures the formation of personal qualities that support the stability of positive performance.

Drawing on approaches by T. Shevelenkova and P. Fesenko, the focus on positive functioning into the structure of personal well-being of an individual has been incorporated because if a person does not exhibit intrinsic activity to maintain a positive performance, then its operation gradually becomes negative (destructive), destroying themselves and others. Orientation of a person on positive functioning defines a stable level of well-being of an individual.

The orientation of a person is realized through eudaimonic installation (A. Kronik and R. Ahmerov, 2003), i.e. hedonistic, ascetic, activities, contemplative. Those indicators

characterize a certain extent where and in what area of work a person must strive to realize themselves, as well as what psychological ways they use trying to do it.

Psychological methods – understood as a way of self-identification of own motivation for peace include the importance of strengthening human world and strengthening its capabilities. On the basis of these two forms, four relatively independent means of self-regulation were developed: the maximization of utility, maximization of abilities, minimization of needs and minimizing complexity.

As noted earlier, the functional structure of well-being of an individual is ambiguous too. Among its features already distinguished is a specified regulatory function which is self-regulation of domestic affairs, health, relationships with the outside world. Furthermore, the control function of cognitive processes provides adaptation and integration of an individual in society; the behavioral function consists in choosing behavior strategies depending on the locus of well-being and orientation of an individual; the function of providing creative movement, both in the direction of self-development and towards ensuring external conditions to meet higher needs and keep the entire system in balance [6].

Thus, the functional criterion allows to consider the welfare of an individual as a result of their positive performance. From this perspective, personal well-being is means positive relations with others, autonomy, competence, meaningfulness of their goals, personal growth and self-acceptance, providing a whole adaptation/ integration of personality.

Finally, after C. Ryff, bipolar scale of “positive/negative locus” was included into the structure of personal well-being. This locus is between the value relationships to self, others, the results of the activities and life in general (R. Shamionov, 2010).

CONCLUSIONS

Personal well-being by nature is an integral socio-psychological education, which is caused by various factors and determinants, has complex internal structure and function and is one of the main criteria of socialization, adaptation and integration of an individual, as well as it creates necessary preconditions for further development of personality and realization of its internal potential.

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