

**„ION CREANGĂ” STATE PEDAGOGICAL UNIVERSITY OF CHIȘINĂU
DOCTORAL SCHOOL OF PSYCHOLOGY AND SOCIAL SUPPORT**

On the Rights of Manuscript

C.Z.U.:.....

COZMAN TATIANA

LIFESTYLE AS A FACTOR OF PSYCHOLOGICAL WELL-BEING

Specialty 511.02 – Developmental Psychology and Educational Psychology

Abstract of the Thesis for the Degree of Doctor of Psychology

Chișinău, 2025

The thesis was carried out at the Department of Psychology of the „Ion Creangă” State Pedagogical University of Chişinău

Composition of the Public Defense Commission of the Doctoral Thesis

Chairperson of the Defense Committee:

LOSÎI Elena, Professor, Doctor in Psychology, Department of Psychology, „Ion Creangă” State Pedagogical University of Chişinău

Scientific Supervisor:

RACU Iulia, Professor, Habilitated Doctor in Psychology, Department of Psychology, „Ion Creangă” State Pedagogical University of Chişinău

Official Opponents:

PALADI Oxana, Professor, Habilitated Doctor in Psychology, State University of Moldova

ADĂSCĂLIŢĂ Viorica, Associate Professor, Doctor in Psychology, „Ion Creangă” State Pedagogical University of Chişinău

DANILIUC Natalia, Associate Professor, Doctor in Psychology, „Nicolae Testemiţanu” State University of Medicine and Pharmacy of the Republic of Moldova

The public defense will take place on the **30th of January 2026, at 11:00 am**, at the meeting of the Doctoral Committee of „Ion Creangă” State Pedagogical University in Chişinău, 1 Ion Creangă Street, Block 2, Senate Hall.

The PhD thesis and the summary can be consulted at the Scientific Library of the „Ion Creangă” State Pedagogical University in Chişinău and on the website of the National Agency for Quality Assurance in Education and Research (ANACEC) (www.anacec.md).

The summary was sent on _____

Chairperson of the Defense Committee:

LOSÎI Elena, Professor, Doctor in Psychology

Scientific Supervisor:

RACU Iulia, Professor, Habilitated Doctor in Psychology

Author:

COZMAN Tatiana

©Cozman Tatiana, 2025

CONTENTS

CONCEPTUAL LANDMARKS OF THE RESEARCH	4
THESIS CONTENT	8
GENERAL CONCLUSIONS AND RECOMMENDATIONS	24
BIBLIOGRAPHY	28
LIST OF THE AUTHOR'S PUBLICATIONS ON THE TOPIC OF THE THESIS	31
ADNOTARE	33
АННОТАЦИЯ	34
ANNOTATION	35

CONCEPTUAL LANDMARKS OF THE RESEARCH

Relevance and Importance of the Studied Topic. In recent decades, the construct of psychological well-being has undergone a significant conceptual and empirical expansion across several sciences, such as positive psychology and health sciences: transitioning from a eudaimonic approach (J. Bugental, A. Maslow, C. Rogers, E. Fromm, M. Jahoda, C.D. Ryff, et al.) focused on the affirmation of personal potential, the discovery of the meaning of life, and harmonious psychological functioning, to a hedonic one (N. Bradburn, E. Diener, et al.) – which explains psychological well-being as the attainment of pleasure and the avoidance of pain [20; 27; 33; 38; 46; 51; 57].

An important stage in human development is adolescence. According to D.B. Elkonin, L.D. Stolearenco, and A.A. Rean, adolescence (ages 16–20) is a period of continuous and extremely accelerated biological, cognitive, emotional, and social transformations, which make the adolescent more sensitive, yet simultaneously receptive to the influences of the environment and lifestyle. In adolescents, psychological well-being incorporates both the subjective affective component (life satisfaction and the balance between positive and negative emotions) and the psychological and social components (autonomy, positive relations, purpose in life, personal growth, and self-acceptance). Alongside these factors, research conducted by A. Adler, D.A. Leontiev, S.A. Vodiaha, and E.O. Omelcenco shows that a healthy/balanced lifestyle is positively associated with their life satisfaction, emotional resilience, and social functioning, while unbalanced lifestyles (learned helplessness, psychological inefficiency) significantly increase the risk of depressive symptoms, anxiety, and a reduction in the level of subjective psychological well-being [13; 19; 20; 21; 41]. Developing and maintaining psychological well-being during adolescence has an impact on physical health, mental health, as well as academic success, performance, and more harmonious relationships with peers and adults [10; 35; 49].

Description of the Research Situation and Formulation of the Scientific Problem. In psychology and positive psychology, psychological well-being has been and continues to be studied by authors such as: N. Bradburn, R. Ryan, E. Deci, C. Rogers, A. Maslow, M. Seligman, M. Csikszentmihalyi, C.D. Ryff, B. Fredrickson, D. Kahneman, S. Lyubomirsky, F. Kramer, K. Johns, O.A. Idobaeva, Yu.B. Dubovik, M.V. Lunina, V.A. Pogorskaia, O.A. Tihomandrițkaia, N.G. Malâșeva, O.V. Kolomieț, A. Funica, S.A. Vodiaha, D.A. Leontiev, E.I. Rasskazova, etc. [1; 10; 11; 14; 15; 19; 20; 21; 23; 26; 33; 37; 49; 50; 54; 57; 58; 59; 60; 61]. The characteristics of psychological well-being in adolescence have been researched and described in the works of E. Keniston, S.A. Vodiaha, O.A. Eliseeva, I.B. Umneășova, etc. [19; 20; 21; 53]. Furthermore, we mention a series of researchers who have studied the manifestation of lifestyle in adolescents: A. Adler, E.L. Omelcenco, V.A. Rujenkov, and V.V. Rujenkova [13; 41; 47; 48].

In the Republic of Moldova, research on psychological well-being has gained increased relevance over the last decade, as its results provide the empirical foundation for optimizing educational programs and developing methodological recommendations for communication and psycho-pedagogical intervention addressed to children and adolescents, with the aim of maintaining and strengthening mental health. Researchers such as I. Negură, J. Racu, Iu. Racu, E. Losii, O. Frunze, V. Adăscăliță, D. Antoci, N. Daniliuc, O. Paladi, A. Potâng, T. Turchină, A. Tarnovschi, N. Toma, O. Draguța, Batog, S. Rusnac, A. Cucer, D. Simion, S. Vîrtosu, et al., investigate the influence of various maturation processes and phenomena on psychological well-being during adolescence and highlight the necessity of implementing systemic measures in the educational environment and academic institutions aimed at increasing the level of psychological literacy, focusing on raising awareness of the importance of maintaining and promoting psychological well-being among the population. In the studies conducted by I. Negură, J. Racu, Iu. Racu, E. Losii, O. Frunze, V. Adăscăliță, O. Paladi, A. Potâng, T. Turchină, A. Tarnovschi, and N. Toma, psychological well-being correlates with the perception of personal competencies, the development of intrinsic motivation, the maintenance of positive self-esteem, the level of perceived self-efficacy, emotional stability, and resilience, etc. [2; 4; 5; 6; 7; 8; 9].

The lifestyle of the contemporary individual is in a continuous process of transformation and is determined by the convergent influence of external factors (political, economic, technological, social, and cultural) and internal ones (value system, cognitive styles, and motivational structures). Changes in living conditions exert a significant influence on individual choices regarding lifestyle, a fact that justifies the need for additional scientific endeavors in this area. In the Republic of Moldova, studies on personal lifestyle have been approached predominantly in the fields of economics, marketing, education, and health sciences. However, the psychological dimension of lifestyle remains under-investigated, especially under the conditions of new social realities. Despite the existence of research in the field of psychological well-being and lifestyle during adolescence, we consider these to be insufficiently studied in the current context. Thus, the lack of investigation outlines the following research problem, which consists of formulating an answer to the following question: *what would be the model for diagnosis and psychological intervention to develop and strengthen psychological well-being in adolescence with the aim of ensuring the harmonious development of adolescents' personalities?*

The purpose of research consists in studying the peculiarities of the manifestation of psychological well-being, lifestyle and its components in adolescence, to establish the connection between psychological well-being, lifestyle and its components, as well as to develop and implement a Program for Enhancing Psychological well-being in adolescence.

Research objectives: 1. theoretical analysis of the study concepts: psychological well-being and lifestyle; 2. identification of differences in the manifestations of psychological well-being experience and its components depending on age and gender affiliation; 3. identification of differences in the manifestations of lifestyle and its components depending on age and gender affiliation; 4. establishment of connections between psychological well-being and lifestyle and its components in adolescence; 5. creation of a psychological profile of a psychologically well-adjusted individual among adolescents; 6. development of a conceptual model, implementation, and evaluation of the effectiveness of the Program for Enhancing the level of psychological well-being in adolescence by means of the formation and/or development of lifestyle components.

Research hypotheses: *We assume that the manifestation and level of psychological well-being experience in adolescence are determined by age and gender criteria, as well as by the lifestyle (and its components), and possess specific characteristics for this stage of age development.*

We assume that specially organized and targeted psychological interventions can positively influence the change in the psychological component of the lifestyle, which will lead to an increase in the level of subjective psychological well-being experience in adolescence.

Theoretical and Methodological Basis consists of: *theoretical and explanatory models of psychological well-being* (M. Argyle, M. Seligman, M. Csikszentmihalyi, E. Diener, C. Ryff, R. Ryan, E. Deci) [10; 15; 24; 54; 57; 58; 59; 60; 61]; *conceptions of lifestyle and its components* (A. Adler, E. Berne, G. Allport, K.A. Abulkhanova-Slavskaya, A.F. Safaryan, V.A. Ruzhenkov, V.V. Ruzhenkova, M. Vilensky, etc.) [12; 13; 18; 47; 48]; *and approaches regarding the characteristics of adolescence* (E. Erikson, J. Piaget, G.J. Craig, B. Newman, P.L. Newman, L.S. Vygotsky, D.B. Elkonin, A.A. Rean, I. Kon, L.D. Stolyarenko, etc.) [22; 25; 32; 34; 44; 62].

The research methodology derives from the research purpose, objectives, and hypotheses, and consists of: theoretical methods, including the analysis and synthesis of psychological literature, and the hypothetico-deductive method for the interpretation and explanation of the results obtained in the research; empirical methods: C.D. Ryff *Psychological Well-being Scale*; *Methodology for Identifying Lifestyle in Adolescents* (V.A. Rujenkov, V.V. Ruzhenkova); *Methodology "Hierarchy of Life Values"* (G.V. Rezapkina); *Questionnaire "Anti-vitality and Resilience"* (O.A. Sagalakova and D.V. Truevtsev); *"Masked Figures" Test – diagnosis of field dependence and field independence* (K.B. Gottschaldt); methods of mathematical statistics: the Mann-Whitney U test and the Student's t-test; Spearman's rank correlation analysis and Pearson's linear correlation method; for the formative experiment – the Mann-Whitney U test and the Wilcoxon signed-rank test (W-test) [24; 42; 45; 55].

The scientific novelty and originality. The present work comprises a theoretical-experimental approach regarding psychological well-being and lifestyle in adolescents. A psychodiagnostics model for examining psychological well-being and lifestyle in adolescents has been conceptualized. The manner in which psychological well-being and lifestyle manifest throughout adolescence has been highlighted. The specific nature of psychological well-being and lifestyles in male and female adolescents has been established. The characteristics of adolescents with different levels of psychological well-being were examined. The psychological profile of the adolescent with a high level of psychological well-being was outlined. A psychological intervention model aimed at the development of psychological well-being in adolescents was developed and experimentally verified.

The obtained results. The significance of the research consists in the integrative conceptualization of psychological well-being derived from the age and gender approach, in elucidating the characteristics of lifestyle and its components depending on age and gender, by highlighting the personality profile of adolescents with different levels of psychological well-being, a fact that constituted the foundation for developing a new model of psychological interventions that contributed to the consolidation of psychological well-being in adolescents.

Theoretical significance of paper. The results of the theoretical-experimental research enrich the fields of developmental psychology and educational psychology with extensive new knowledge regarding the manifestation of psychological well-being and lifestyle during adolescence, age and gender differences in experiencing psychological well-being and lifestyle (including its components), as well as the interrelationships between the manifestation of psychological well-being and lifestyle in adolescents. The research results, the explanations and patterns described, as well as the formulated conclusions, are important for reconceptualizing and updating the dimension dedicated to the emotional sphere and personality within the framework of the “Psychosocial Development in Adolescence” section of the “Developmental Psychology” discipline.

Applicative value of paper. The ideas and patterns described in the work regarding the manifestation of psychological well-being and lifestyle, as well as the relationship between psychological well-being and lifestyle (including lifestyle components) during adolescence, can be utilized in the process of developing and forming a balanced and harmonious personality. The psychodiagnostics instruments proposed for evaluating psychological well-being, lifestyle, and lifestyle components can be used by school psychologists, clinical psychologists, psychotherapists, and teaching staff. The program for consolidating psychological well-being in adolescents, aimed at optimizing lifestyle, can be used by school psychologists, psychotherapists conducting personal

growth groups, educators, parents, and adolescents, and can constitute the foundation for a methodological guide of best practices.

Implementation of the scientific results. The theoretical and empirical data obtained during the study were discussed at meetings of the Department of Psychology of the “Ion Creangă” State Pedagogical University of Chişinău. The research results were presented at the following scientific forums and publications: *Revista științifico-practică Psihologie*, *Sciences Journal of Education*, *ACTA ET COMMENTATIONES*, and *Revista Univers Pedagogic*. The research results have been implemented in the teaching process for the preparation and training of students within the disciplines of Developmental Psychology, Personality Psychology, and Adolescent Psychology at the faculties of psychology in higher education institutions.

Publications on the dissertation topic: The main content of the work is presented in 11 scientific papers: 4 articles in specialized scientific journals of the Republic of Moldova (categories B and C), 7 publications in the proceedings of national and international conferences.

Volume and Structure of the Dissertation: The PhD thesis consists of abstracts (in Romanian, Russian, and English), an introduction, three chapters, general conclusions and recommendations, a bibliography (253 sources), 7 appendices, and includes 32 tables and 30 figures. The main text of the dissertation comprises 135 pages.

Dissertation Keywords: psychological well-being, lifestyle, value orientations, anti-vitality and resilience, field independence, adolescence.

THESIS CONTENT

In the **INTRODUCTION**, the relevance of the studied problem and the description of the situation in the research field are presented. The research purpose, objectives, and hypotheses are formulated, alongside the obtained results that contribute to solving an important scientific problem. Furthermore, the scientific novelty of the obtained results, the theoretical significance, and the practical value of the work are expounded and substantiated.

Chapter 1, “THE THEORETICAL STUDY OF PSYCHOLOGICAL WELL-BEING AND LIFESTYLE IN PSYCHOLOGY”, begins with an analysis of the scientific literature regarding the phenomenon of psychological well-being and lifestyle, as well as the manifestation of these phenomena during adolescence, taking into account the overall context and complexity of biological, cognitive, and psychosocial changes in this developmental stage. The determinants of psychological well-being, as well as the structure and components of lifestyle, are described in detail.

The examination of psychological literature allows us to note that psychological well-being is conceptualized from the perspective of eudaimonism, which defines it as optimal personal functioning and the individual's orientation toward realizing their own potential, as well as through

the lens of the hedonism perspective, which considers it the result of the subjective experience of life satisfaction and the absence of suffering [20; 27; 33; 38; 46; 51; 57]. The present research is conceptually framed within the multidimensional model of psychological well-being developed by C.D. Ryff. According to C.D. Ryff, psychological well-being is founded upon the degree of an individual's orientation toward realizing the essential components of their optimal functioning, manifested subjectively through the experience of life satisfaction, happiness, and a positive evaluation of oneself. The individual strives for the maximum realization of their potential and capacities [33; 59].

According to C.D. Ryff, the structure of psychological well-being is composed of the following components: 1) self-acceptance and a positive attitude toward oneself; 2) positive relations with others, the capacity to develop and maintain close and functional relationships with others; 3) autonomy, self-determination, and independence; 4) environmental mastery, the ability to effectively utilize available opportunities and resources in the surrounding environment; 5) purpose in life, the existence of a clear direction and personal goals that give meaning to life; 6) personal growth, the continuous process of developing one's own potential and capitalizing on opportunities for achieving self-actualization [27; 59].

The concept of lifestyle in this work was defined as an integrated way of a person's interaction with the natural and social environment, a way of status identification, communication, a way of aligning their essence and existence, and, consequently, represents an essential characteristic of individuality, one of the forms of its realization. The models of the psychological components of lifestyle indicate the presence of 4 components – 2 internal and 2 external: 1) socio-role component (external component), 2) value component (internal component), 3) cognitive component (internal component), 4) specifically technical component (external component). The classification of lifestyles by V.A. Rujenkov and V.V. Ruzhenkova was chosen for this model, consisting of 14 types of lifestyles: 10 constructive (favorable) and 4 destructive (pathological). The constructive (favorable) types are: 1) conformism, 2) altruism, 3) extremists, 4) hedonism, 5) pragmatism, 6) careerism, 7) glamour, 8) materialism, 9) intellectuals, and 10) bohemia. The destructive types are: 1) neurotic, 2) learned helplessness, 3) psychological incompetence, 4) marginality [18; 47].

Adolescence is an important stage in the choice and content filling of lifestyle, which determines the level of psychological well-being experience. The theoretical views of D.B. Elkonin, L.D. Stolyarenko, and A.A. Rean, who defined the age boundaries of adolescence from 16 to 20 years and viewed adolescence as a period of discovering the inner world and self-determination [44], were chosen as the methodological basis for studying age characteristics.

Chapter 2, “EXPERIMENTAL RESEARCH ON PSYCHOLOGICAL WELL-BEING AND LIFESTYLE IN ADOLESCENCE”, describes the purpose, objectives, and hypotheses of the assessment experiment. The sample and the research methods are presented. At the same time, the results regarding psychological well-being and lifestyle (including its components) in adolescents are presented by: highlighting the differences in the manifestation of psychological well-being and lifestyles in adolescents according to age and gender dimensions; and the manifestation of lifestyle components in male and female adolescents of different ages. Furthermore, chapter two sheds light on the existence of interrelationships between psychological well-being and lifestyle (including lifestyle components) in adolescents and the outlining of the psychological profile of the adolescent with a high level of psychological well-being.

The research sample consisted of 195 students in grades 10–12 from three lyceums and one college in the municipality of Chişinău, aged 16 to 19 years. The ratio of the sample, according to the age criterion, was as follows: 16-year-old adolescents – 59 (30%), 17 – 18-year-olds – 77 (40%), and 19-year-olds – 59 (30%). The gender distribution of the sample can be described by the following ratio: boys – 91 students, which constitutes 46.7% of the subjects, girls – 104, i.e., 53.3%. *The goal of the assessment experiment was to study the features of the manifestation of psychological well-being and lifestyle in adolescence depending on age and gender, and to prove the existence of a link between psychological well-being and lifestyle in adolescence.*

In accordance with the set goal of the study, the following objectives were formulated: 1) identifying differences in the manifestations of psychological well-being experience and its components depending on age and gender; 2) identifying differences in the manifestations of lifestyle and its components depending on age and gender; 3) establishing links between psychological well-being, lifestyle, and its components in adolescence; 4) creating a psychological portrait of the psychologically well-being personality of adolescents.

For the assessment experiment, we proposed the following general hypothesis: *we assume that the manifestation and level of psychological well-being experience in adolescence are determined by age and gender criteria, as well as by lifestyle and its components, and possess specific characteristics for this stage of age development.*

In order to achieve the most authentic assessment of psychological well-being, lifestyle, and its components in adolescents, we utilized the following tests and questionnaires: *C.D. Ryff Psychological Well-being Scale*, *Methodology for Identifying Lifestyle in Adolescents* (V.A. Rujenkov, V.V. Ruzhenkova), *Methodology “Hierarchy of Life Values”* (G.V. Rezapkina), *Questionnaire “Anti-vitality and Resilience”* (O.A. Sagalakova and D.V. Truevtsev), and *“Masked Figures” Test* (K.B. Gottschaldt).

We conceptualized the manifestation of psychological well-being and its structural components in adolescents by analyzing their specific characteristics according to age and gender, using the Scales of Psychological Well-being (C.D. Ryff). Table 1 presents the frequencies for psychological well-being and its structural components in adolescents.

Table 1. Frequencies for psychological well-being and its structural components in adolescents

Scales	Low level	Medium level	High level
Positive relations with others	16.9%	71.3%	11.8%
Autonomy	9.2%	58.5%	32.3%
Environmental mastery	23.1%	70.2%	6.7%
Personal growth	4.6%	75.9%	19.5%
Purpose in life	23.1%	67.7%	9.2%
Self-acceptance	15.9%	75.4%	8.7%
Integral psychological well-being indicator	10.8%	78.4%	10.8%

The results of the data analysis indicate the formation of psychological well-being components at a medium level for the largest percentage of subjects. The overwhelming majority of subjects (78.4%) do not experience pronounced problems but also do not achieve a high level of self-realization and psychological well-being. The largest percentage of adolescents are at a medium level on the scales: personal growth (75.9%) and self-acceptance (75.4%), which suggests satisfaction with themselves and their level of personal development, but they do not actively seek opportunities to enhance their personal competencies. The highest percentage of the low level belongs to the scales: purpose in life (23.1%) and environmental mastery (23.1%); a relatively high percentage in the low-level category is also noted on the scales: positive relations (16.9%) and self-acceptance (15.9%). These data may indicate that adolescents experience difficulties in goal setting, effective management of their lives, challenges in establishing positive relationships with others, and self-non-acceptance. These difficulties become a risk area for the formation of ill-being. The only scale where the percentage of the high level is significantly higher than other scales is the autonomy indicator (32.2%); the personal growth scale also shows a relatively high level (19.5%). It can be said that the sample demonstrates high independence, the ability to resist social stereotypes and act according to internal convictions; the tendency toward personal growth may be conditioned by age-related tasks. The lowest indicator in the high-level category is the environmental mastery scale (6.7%), which again indicates that managing one's life is the most difficult task for the sample. In addition, the analysis of statistical differences according to the Student's t-test showed significant variations in the manifestation of the need for autonomy

between the age groups of 16-year-olds (5.8) and 17 – 18-year-olds (6.5) and 19-year-olds (7) ($T=2$, $p\leq 0.05$; $T=2.4$, $p\leq 0.05$), which means that the older the adolescent, the more actively they strive for independence, acquiring autonomy from their parental family and separating from it, which is determined by their age-related psychological neoplasm consisting of separation and the formation of personal self-determination.

Along with psychological well-being, we also examined the lifestyle of adolescents (preferred, adopted, and rejected). To investigate the lifestyle in adolescents, we administered the Methodology for Identifying Lifestyle in Adolescents (V.A. Rujenkov, V.V. Ruzhenkova). Table 2 illustrates the lifestyles according to the principle of decreasing high mean indicators (preferred style) and increasing low mean indicators (rejected style) in adolescents.

Table 2. Ranking of preferred, adopted, and rejected lifestyles in adolescents

Rankings of lifestyles	Averages
Preferred lifestyles	
Pragmatism	7.1
Intellectuals	6.4
Careerism	6.4
Adhered-to lifestyles	
Hedonism	5.8
Altruism	5.6
Bohemia	5.4
Neurotic	5.2
Rejected lifestyles	
Extremists	5.0
Conformism	4.4
Materialism	4.4
Psychological incompetence	3.5
Learned helplessness	3.4
Glamour	3.2
Marginality	1.9

The ranking of preferred lifestyles, reflected in Table 2, indicates a tendency to choose the following lifestyles as dominant: pragmatists (7.1), intellectuals (6.4), careerists (6.4). Adolescents prefer to focus on practical benefits, orient themselves towards measurable results, enhance the ability for realistic, rather than illusory, measurement of reality, and seek optimal paths to achieve goals. Life success is linked to learning activity, not so much academic as the process of acquiring new knowledge and skills, and developing their own intellectual potential. In accordance with the

tasks of the age, adolescents strive for self-assertion, for self-realization through achieving high social status; career is perceived by them as a path to obtaining what they desire; they are oriented toward forming their own professional and life perspective through the career component. The list of rejected lifestyles includes three out of four destructive styles: psychological incompetence (3.5), learned helplessness (3.4), and marginality (1.9). The same list includes the lifestyles: glamour (3.2), materialism (4.4), conformists (4.4), and extremists (5.0). Destructive styles are rejected by adolescents adequately to concepts of mental health and well-being: psychological incompetence and learned helplessness are rejected due to the presence of an element of passivity and refusal of personal responsibility, which are not characteristic of the age features of adolescence; marginality – due to the lack of orientation toward socially acceptable norms. Since a tendency toward autonomy and authenticity is characteristic of adolescence, adolescents do not view materialism and glamour as lifestyles that aim to conceal their own uniqueness and individuality through social masks of external and material values. Due to the prevalence of the need for autonomy and independence, adolescents reject conformism as a symbol of submission to social pressure and, consequently, the loss of their own individuality. The sample of adolescents shows an experience of problems with environmental mastery, which is why they do not consider the extreme lifestyle as optimal, as it is associated with uncertainty, risk, and the probability of a complete loss of control over life. The remaining four lifestyles: neurotics (5.2), bohemia (5.4), altruists (5.6), and hedonists (5.8), received mean values that indicate the borderline choice of these lifestyles by adolescents; i.e., these lifestyles are neither rejected nor explicitly preferred simultaneously. This phenomenon can be explained as follows: adolescents are at the stage of personal and professional formation, most often accompanied by a feeling of uncertainty, going through a stage of social “trying on” of roles and role behavior; the choice of lifestyle can be influenced by situational and particular factors – all this determines the ambivalence and instability of lifestyle choice. Thus, the ambivalence of choosing the altruism lifestyle (serving and helping people) may contradict the need for autonomy; hedonism and bohemia may be chosen by adolescents as a symbol of demonstrating their own individuality and uniqueness, or they may be rejected as socially unacceptable and insufficient for achieving life goals, indicators of which are already low in the sample. Statistical analysis indicates the presence of significant differences ($T=2.2$, $p\leq 0.05$) in the intellectual development style, where the indicator is higher for girls (6.7) than for boys (6.1). This fact may be determined by the earlier maturation of girls, a propensity for self-improvement, higher academic motivation, and socially conditioned expectations prescribing intellectualized behavior for girls.

Alongside psychological well-being and lifestyle, we studied the value component of lifestyle in adolescents. The value dimension of lifestyle was investigated in the adolescents from

the experimental group using Methodology “Hierarchy of Life Values” (G.V. Rezapkina). We present the hierarchy of life values in adolescents in Table 3.

Table 3. The hierarchy of life values in adolescents

Values	Averages
Family	3.31
Health	1.55
Career	1.23
Material security	1.22
Rest	0.84
Service	0.63
Fame	0.05
Creativity	-0.08

The analysis of values perceived by adolescents shows that the family, the strength of family and kinship ties, and support in the family, and mutual care have acquired a moderately significant value for adolescents (3.31). Important, but not significant, for them are health (1.55), career (1.23), material security (1.23). Rest (0.84), service (0.63), fame (0.05) are on the border of insignificant and moderately significant value. The last place in the hierarchy was taken by the value of creativity (-0.08), but this indicator does not suggest that this value is rejected. The “minus” sign indicates a low value placed by adolescents on unique self-presentation and solving standard life problems in non-standard ways. We confirm statistically significant differences by gender criterion, obtained using Student's T-test ($T=4$, $p \leq 0.01$), in the manifestation of the value of career, which is higher for boys (mean value – 1.8) than for girls (0.73). There are also statistically significant differences in the indicators of the value of “material security” ($T=3.1$, $p \leq 0.01$), which is statistically significantly higher for boys (1.78) than for girls (0.72). Other statistically significant differences for the values of family, service, and creativity, according to the Student’s T-test, are observed between male adolescents (2.69 / 0.05 / -0.79) and female adolescents (3.85 / 1.22 / 0.54) ($T=4.212$, $p \leq 0.01$; $T=3.803$, $p \leq 0.01$; and $T=3.337$, $p \leq 0.01$), with higher results among female adolescents. The described differences can be explained by the fact that male adolescents are socialized to prioritize professional achievement and financial independence, while female adolescents place greater importance on relationships and emotional support, which is reflected in the priority given to the family. Female adolescents exhibit a more pronounced orientation toward cooperation, care, and support for others, which corresponds to the value of service as a result of traditional socialization that encourages empathy and social responsibility. The difference in favor of female adolescents regarding creativity can be interpreted

as a greater inclination toward self-expression and the exploration of alternatives in problem-solving.

An integrated approach to lifestyles is possible through the analysis of its social and role components. The socio-role component of the lifestyle was diagnosed using the Questionnaire “Anti-vitality and Resilience” (O.A. Sagalakova, D.V. Truevtsev). The means for antivitality and resilience in adolescents can be viewed in Table 4.

Table 4. Means for antivitality and resilience in adolescents

Scales	Antivitality scales								Resilience scales					
	Scale A1	Scale A2	Scale A3	Scale A4	Scale A5	Scale A6	Scale A7	Scale A8	Scale R1	Scale R2	Scale R3	Scale R4	Scale R5	Scale R6
Means	2.9 7	3.3 2	3.0 6	1.7 6	4.0 6	2.3 7	5.3 4	5.7 2	5.4 2	6.2 2	4.7 8	3.6 8	6.2 7	5.4 9

The anti-vitality scales, for the most part, are manifested at a low level, with the exception of: propensity for anti-vital behavior (scale A8) (5.72), anxious ruminations (scale A7) (5.34), and loneliness (scale A5) (4.06). Anti-vital experiences (scale A2) (3.32), fear of negative evaluation (scale A3) (3.06), anti-vital thoughts and actions (scale A1) (2.97), bad habits (scale A6) (2.37) are characterized by low manifestation intensity. Micro-social conflicts (scale A4) (1.76) are least expressed in adolescents. The anti-vital experiences scale (3.78) is characterized as an increased manifestation of a negative image of the present and future compared to other subscales; the fear of negative evaluation scale is defined by the indicator of fear of negative evaluation of their appearance – dysmorphophobia (3.44); the anti-vital thoughts and actions scale is represented by an increased indicator of anti-vital actions (3.40). We note that in the overall sample, the resilience scales received scores indicating a medium level, with the exception of the striving for success scale (scale R4) (3.68), which acquired indicators of low expression. The scales functional family (scale R2) (6.22) and self-regulation (scale R5) (6.7) received results at the upper boundary of the moderate level, which suggests a favorable trend in the development of the socio-role component of the lifestyle. Statistical data analysis using Student's T-test indicated the presence of significant differences depending on the age criterion on the following scales: indicators on the scale propensity for anti-vital experiences are higher for 19-year-olds (6.4) compared to 16-year-olds (5) ($T=2.9$, $p\leq 0.01$), and for 17 – 18-year-olds (6) compared to 16-year-olds (5) ($T=2.6$, $p\leq 0.05$). The identified differences indicate the influence of the maturation process on the intensification of negative attitudes and self-destructive tendencies, which increase by age 19. Statistically significant differences were also found on the loneliness scale ($T=2.6$, $p\leq 0.05$), which indicate a

sharp leap in the experience of loneliness for 19-year-olds (4.8) compared to 17 – 18-year-olds (3.7). According to the gender perspective, the statistical analysis using the Student's T-test allows us to state that there are significant differences for the scale of conflicts with teachers, manifested more frequently in male adolescents (3.3 / 2.6) ($T=5.2$, $p\leq 0.01$), and unmediated emotions within antivital experiences, which are more pronounced in female adolescents (4.3) compared to male adolescents (2.7) ($T=5.2$, $p\leq 0.01$). These results indicate a differentiated tendency in the manifestation of conflict and emotional discomfort: male adolescents tend to externalize opposition toward authority, while female adolescents more frequently direct emotional discomfort inward, manifesting emotional instability which could imply affective chaos. The most significant resilience factors among adolescents are the functional family (male adolescents: 6.0 and female adolescents: 6.4) and self-regulation (male adolescents: 6.3 and female adolescents: 6.2), followed by psychological support (male and female adolescents: 5.4) and a positive image of the future (male adolescents: 5.6 and female adolescents: 5.4). The means illustrate that adolescent resilience is based on socio-emotional support, especially from the family, and on the capacity for self-regulation of behavior and emotional states. Statistically significant differences were identified according to the Student's T-test for the aspiration for success, which is more evident in male adolescents (4) than in female adolescents (3.4) ($T=2.5$, $p\leq 0.05$), as well as for the importance of the functional family value and family support, with higher means in female adolescents (6.4) compared to male adolescents (6.0). The functional family is of major importance in maintaining an optimal level of resilience in both male and female adolescents; however, for female adolescents, family support represents a significantly more important factor than for male adolescents. The tendency to orient toward achieving success and an external status is more pronounced among male adolescents, being determined by social gender stereotypes.

The study of intercorrelations between psychological well-being (and its components) and the types of lifestyle highlights the existence of the following correlations between: positive relations and altruism ($r=0.254$, $p\leq 0.001$), positive relations and psychological incompetence ($r=-0.302$, $p\leq 0.001$), positive relations and neurotic lifestyle ($r=-0.241$, $p\leq 0.001$); autonomy and conformism ($r=-0.449$, $p\leq 0.001$), autonomy and learned helplessness ($r=-0.359$, $p\leq 0.001$), autonomy and neurotic lifestyle ($r=-0.270$, $p\leq 0.001$); environmental mastery and hedonism ($r=-0.257$, $p\leq 0.001$), environmental mastery and learned helplessness ($r=-0.288$, $p\leq 0.001$), environmental mastery and psychological incompetence ($r=-0.391$, $p\leq 0.001$), environmental mastery and neurotic lifestyle ($r=-0.434$, $p\leq 0.001$); personal growth and pragmatism ($r=0.285$, $p\leq 0.001$), personal growth and bohemia ($r=0.332$, $p\leq 0.001$); personal growth and learned helplessness ($r=-0.285$, $p\leq 0.001$); purpose in life and learned helplessness ($r=-0.403$, $p\leq 0.001$), purpose in life and neurotic lifestyle ($r=-0.304$, $p\leq 0.001$); self-acceptance and psychological

incompetence ($r=-0.354$, $p\leq 0.001$), self-acceptance and neurotic lifestyle ($r=-0.398$, $p\leq 0.001$); integral psychological well-being indicator and learned helplessness ($r=-0.351$, $p\leq 0.001$), integral psychological well-being indicator and psychological incompetence ($r=-0.301$, $p\leq 0.001$), integral psychological well-being indicator and neurotic lifestyle ($r=-0.405$, $p\leq 0.001$). The results of the correlational analysis between psychological well-being and lifestyle types allow us to state that an optimal level of psychological well-being in adolescence favors the adoption of constructive lifestyles, characterized by an orientation toward functional interpersonal relationships, the maintenance and capitalization of internal resources, as well as an openness to personal growth and development. Conversely, destructive lifestyles tend to be adopted in the context of perceived deficits in environmental mastery, autonomy, self-acceptance, and relational satisfaction.

The correlation analysis of psychological well-being scales and life values revealed connections between the variables: positive relations and family value ($r=0.347$, $p\leq 0.001$), environmental mastery and family value ($r=0.294$, $p\leq 0.001$), purpose in life and family value ($r=0.261$, $p\leq 0.001$), integral psychological well-being indicator and family value ($r=0.299$, $p\leq 0.001$), purpose in life and rest value ($r=-0.336$, $p\leq 0.001$), personal growth and creativity value ($r=0.253$, $p\leq 0.001$). The recorded correlations indicate that the level of psychological well-being is closely linked to the value system of adolescents, with the family playing a central role in supporting positive relations, environmental mastery, and purpose in life. At the same time, the orientation toward personal development and creativity reflects the active processes of actualization specific to this developmental stage.

The ratio of correlations between psychological well-being scales and anti-vitality and resilience scales showed the following trend: positive relations are related to micro-conflicts ($r=-0.313$, $p\leq 0.001$), positive relations and feeling of loneliness ($r=-0.369$, $p\leq 0.001$), positive relations and psychological support ($r=0.442$, $p\leq 0.001$); environmental mastery and anti-vital experiences ($r=-0.575$, $p\leq 0.001$), environmental mastery and functional family ($r=0.361$, $p\leq 0.001$); purpose in life and negative image of the future ($r=-0.229$, $p\leq 0.001$); self-acceptance and anti-vital experiences ($r=-0.229$, $p\leq 0.001$); integral psychological well-being indicator and anti-vital experiences ($r=-0.555$, $p\leq 0.001$), integral psychological well-being indicator and negative image of the future ($r=-0.536$, $p\leq 0.001$), integral psychological well-being indicator and psychological support ($r=0.399$, $p\leq 0.001$), integral psychological well-being indicator and functional family ($r=0.477$, $p\leq 0.001$), integral psychological well-being indicator and life satisfaction ($r=0.393$, $p\leq 0.001$), integral psychological well-being indicator and positive image of the future ($r=0.384$, $p\leq 0.001$). The described correlations support the fact that psychological well-being constitutes an important resilience factor in adolescence, diminishing the manifestations of antivitality and consolidating individual and social resources. Functional interpersonal relationships,

psychological support, and a supportive family environment emerge as key mechanisms through which psychological well-being protects adolescents against emotional vulnerabilities and negative perceptions of life and the future.

The multidimensional investigation of psychological well-being, lifestyle, and lifestyle components in adolescents formed the foundation for highlighting the psychological portrait of the adolescent with a high level of psychological well-being. First of all, we will present the frequencies for psychological well-being according to the scores obtained at the Scales of Psychological Well-being (C.D. Ryff).

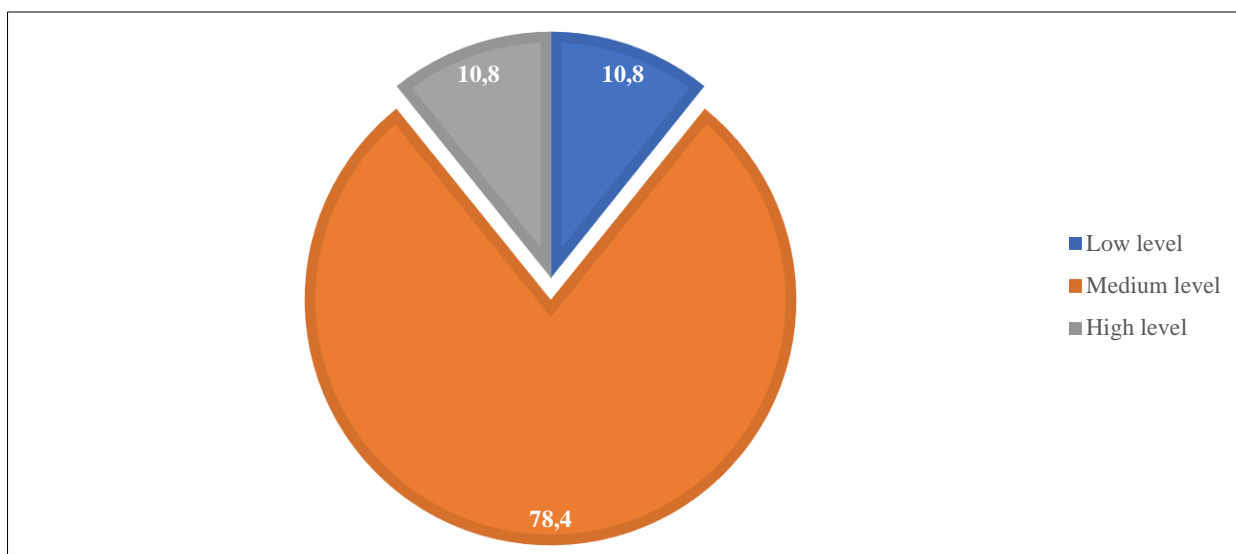


Figure 1. Frequencies for psychological well-being in adolescents

Most adolescents fall into the medium level of psychological well-being (78.4%). The low and high levels of psychological well-being are equally represented, each category having a frequency of 10.8%. The analysis of the descriptive and inferential results obtained in this section of the research allowed for the configuration of a general psychological portrait of the adolescent according to the level of well-being. In the following, we will present the specific profiles corresponding to each level of well-being in a differentiated manner.

The psychological portrait of the adolescent with *a low level of psychological well-being* is characterized by a set of distinct psychological and behavioral features: adolescents in this group tend to predominantly opt for pragmatic and hedonistic lifestyles; at the same time, we highlight the presence of conflictual interpersonal relationships, as well as an accentuated need for demonstrativeness, associated with the externalization of feelings of personal helplessness. At the affective level, an intense experience of feelings of abandonment, loneliness, and uselessness is noted. The process of establishing life goals is often dysfunctional, becoming a trigger for anxious ruminations within the context of a predominantly negative image of the present and future. Additionally, these adolescents show an absence of motivation for change, as well as a significant decrease in orientation toward achieving positive results in various areas of personal and social

activity. Adolescents with a low level of psychological well-being exhibit a field-dependent cognitive style, characterized by difficulties in making autonomous decisions, an increased reliance on external sources of information, and a reduced capacity to develop their own judgments necessary for shaping a coherent personal position.

Adolescents exhibiting a *medium level of psychological well-being* show a predominant orientation toward constructive lifestyles, such as pragmatism, careerism, altruism, the intellectual style, and hedonism. At the value level, the family stands out as the central value, while other values (health, material security, fame, service, and creativity) are less frequently encountered in these adolescents. From the perspective of adaptive resources, the components of resilience—including self-regulation, a positive image of the present and future, the importance of a functional family, and the availability of social support—are developed at a moderate level, indicating a sufficient but not yet consolidated adaptive capacity. Concurrently, the presence of certain indicators of antivitality (anxious ruminations, feelings of loneliness, and a predisposition toward antivital behaviors) is observed; although not prevalent, these remain inherent to this level of psychological functioning. Cognitively, adolescents with a medium level of psychological well-being show a tendency toward a field-dependent cognitive style, reflected by a pronounced orientation toward external cues in the process of evaluating reality and decision-making.

The psychological portrait of the adolescent with a *high level of psychological well-being*. This category of adolescents is distinguished by a stable orientation toward constructive lifestyles; specifically, we identify pragmatic, intellectual, and altruistic styles among them. The family, in its functional and supportive form, occupies a central place in the value hierarchy of this group, holding the status of both a priority value and a facilitating social framework for assuming and fulfilling prosocial roles, including those of support and care for others. Leisure as a value records a low score in the axiological structure, a fact that can be interpreted through the association of a high level of psychological well-being, perceived as sufficient for maintaining optimal functioning without significantly activating the need for recovery. Adolescents with a high level of psychological well-being manifest a pronounced tendency toward cognitive autonomy, characterized by field independence, personal reflection, and the capacity to make decisions autonomously [29].

Chapter 3, “INCREASING THE LEVEL OF PSYCHOLOGICAL WELL-BEING IN ADOLESCENCE UNDER EXPERIMENTAL CONDITIONS”, includes the presentation of the formative experiment designed and conducted, with a description of its purpose, objectives, hypotheses, and the principles of the Program for Enhancing the level of psychological well-being in adolescence. Chapter three contains the results for psychological well-being and lifestyles through comparisons along the following lines: the experimental group test (EG / test) and the

experimental group retest (EG / retest), the control group test (CG / test) and the control group retest (CG / retest), and the experimental and control groups in the retest situation.

For the formative experiment, we set the following *goal: the development and implementation of the Program for Enhancing the level of psychological well-being in adolescence*. In accordance with the purpose of the formative experiment, we advanced the following *hypothesis: we assume that specially organized psychological interventions can positively influence the modification of the psychological component of lifestyle, which will lead to an increase in the level of psychological well-being during adolescence*.

The *objectives* of this part of the study are: 1) developing a conceptual model of the Program for Enhancing the level of psychological well-being in adolescence by forming and/or developing lifestyle components; 2) implementing the Program for Enhancing the level of psychological well-being in adolescence; 3) evaluating the effectiveness of the Program for Enhancing the level of psychological well-being in adolescence by determining the results of the formative experiment.

The *main principles* of the Program for Enhancing the level of psychological well-being in adolescence were the following: principle of active competence, principle of goal achievement, principle of revealing personal potential, principle of research and creative position, principle of subject-subject relationship [17; 28; 56].

The *methods and techniques* of the Program for Enhancing the level of psychological well-being in adolescence were gathered from the directions of psychological practice: cognitive-behavioral, humanistic, and neuropsychological approaches.

The Program for Enhancing the level of psychological well-being in adolescence included 24 adolescents aged 17–18: 12 adolescents in the Experimental Group (EG) and 12 in the Control Group (CG), with the groups' results being homogeneous. Fifteen sessions were designed and implemented, each lasting 90 minutes; the program involved sequential transitions from one activity to another, increasing the complexity and autonomy of the creative and practical activities for the adolescents

The evaluation of the effectiveness of the Program for Enhancing the level of psychological well-being in adolescence was pursued through comparisons of the means for adolescents in the EG test and retest, the means for adolescents in the CG test and retest, and the means for adolescents in the EG and CG retest.

We will demonstrate the effectiveness of the Program for Enhancing the level of psychological well-being in adolescence by presenting the means for psychological well-being (and its components) and lifestyles for adolescents in the EG test and EG retest. The means for

psychological well-being (and its components), according to the Scales of Psychological Well-being (C.D. Ryff), are illustrated in Figure 2.

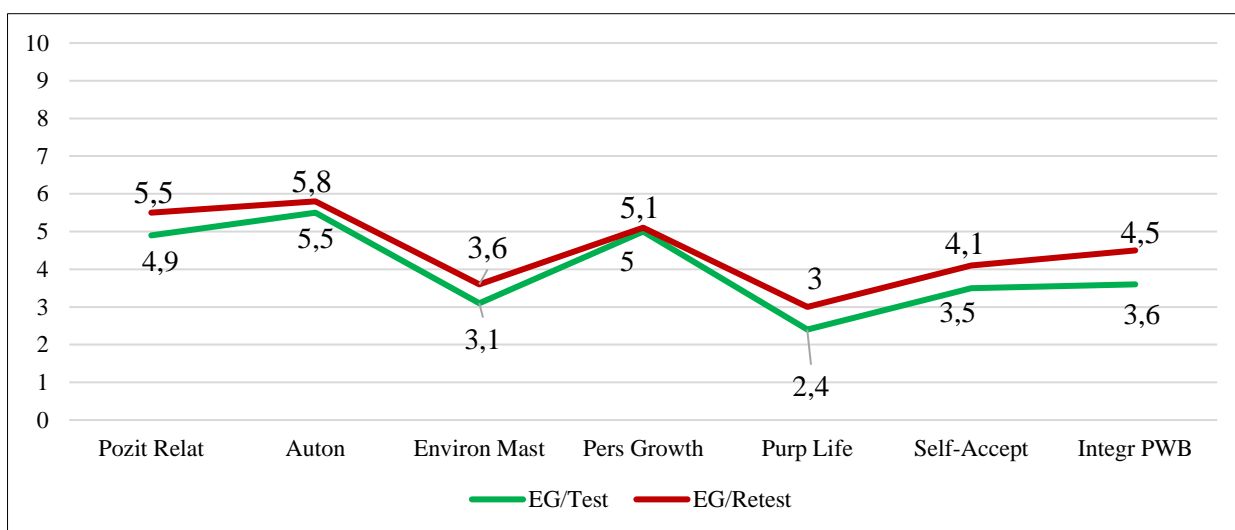


Figure 2. Means for psychological well-being in adolescents: EG / test and EG / retest

The low level of psychological well-being of adolescents in the EG at the test stage (mean value – 3.6) was due to low indicators on the following scales: environmental mastery (3.1), purpose in life (2.4), and self-acceptance (3.5); the remaining scales are characterized by a medium level of development. Based on the obtained data, an increase in the indicators of some components of general psychological well-being can be observed: positive relations with others (+0.6), purpose in life (+0.6), self-acceptance level (+0.6), the latter transitioned from a low level to a medium one, although no statistical differences were found for the listed scales. Only one scale has statistically significant differences between the test and retest results (using the W-Wilcoxon criterion) in the experimental group: integral psychological well-being indicator ($W=41.5$, $p \leq 0.05$). Thus, we note that the integrative index of well-being increased to a medium level compared to the pre-intervention period, when the EG mean indicated a below-average level. Overall, the results suggest that the implementation of the Program for Enhancing the level of psychological well-being in adolescence leads to an improvement in well-being, supported by increases – albeit modest – in self-acceptance, goal-setting capacity, and the quality of interpersonal relationships [31].

The graphic representation of the results in Figure 3 reflects the results obtained during the test and retest in the EG using the Methodology for Identifying Lifestyle in Adolescents (V.A. Rujenkov, V.V. Ruzhenkova).

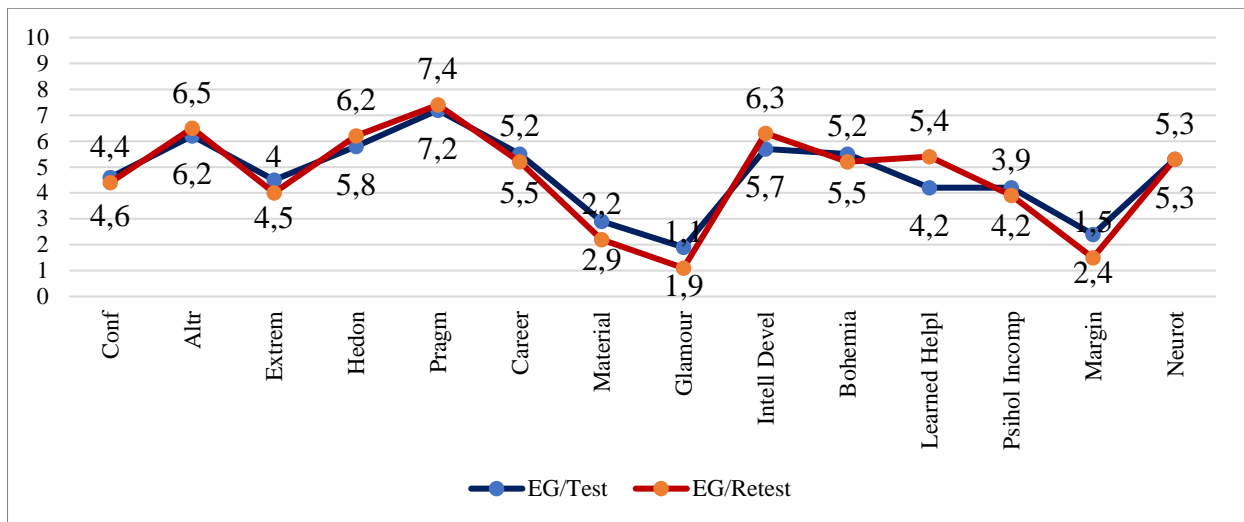


Figure 3. Means for lifestyle in adolescents from the EG / test and EG / retest

The analysis of lifestyles in adolescents from the EG test and retest highlights a constant preference for constructive lifestyles. as: pragmatism, altruism, intellectual, and hedonism is observed. Following the retest, we note that the indicators for some constructive lifestyles of adolescents increased: altruism (+0.3), hedonism (+0.4), intellectual (+0.6); the indicators for destructive lifestyles decreased: extremists (-0.5), psychological incompetence (-0.3), conformism (-0.3), which demonstrates a favorable dynamic of changes in adolescents who participated in the Program for Enhancing the level of psychological well-being in adolescence. However, statistically significant indicators using the W-Wilcoxon criterion were achieved only for a few lifestyles: the glamour lifestyle ($W=-2.810$, $p\leq 0.01$) moved into the rank of irrelevant, reducing the desire to adhere to it. The marginal lifestyle ($W=-2.810$, $p\leq 0.01$) statistically significantly decreased, which demonstrates the value of being socially active, accepted, not rejected. The indicator for the learned helplessness lifestyle statistically significantly increased after the implementation of the Program for Enhancing the level of psychological well-being in adolescence ($W=-2.228$, $p\leq 0.05$), which indicates the appearance in adolescents of difficulties in the motivational sphere, pessimistic attitudes, a feeling of lack of control over the situation, and other experiences associated with a decrease in emotional and personal resources [31].

Another direction of comparison is the illustration of means for well-being (well-being components) and lifestyles in adolescents from the CG test and CG retest. Statistical analysis of the results using the W-Wilcoxon criterion demonstrated that not a single statistically significant indicator was noted between the mean values in the CG during the test and retest period, which means that the adolescents in the CG did not acquire the knowledge, skills, and abilities to increase the experience of psychological well-being during the experiment, and their integral indicator of psychological well-being remained at the previous – low – level [31]. The greatest interest of adolescents in the CG is shown towards such lifestyles as: pragmatism, hedonism, careerism. The retest results indicate a slight increase in the indicators of conditionally constructive lifestyles:

hedonism (+0.6), careerism (+0.5), materialism (+0.6), as well as the destructive learned helplessness lifestyle (+1.1). Statistically significant indicators were noted in the decrease of the unconstructive psychological incompetence lifestyle ($W=41.5$, $p\leq 0.05$), and in the increase of the marginal lifestyle ($W=41.5$, $p\leq 0.01$), which means that with the passage of time, these behavioral patterns consolidate and become more pronounced in the lives of adolescents. These results highlight the necessity of including adolescents in structured psychological well-being development programs designed to diminish destructive lifestyles and stimulate the adoption of adaptive and constructive behaviors.

The third direction of comparison is that of the mean values for psychological well-being (and well-being components) in adolescents from the EG retest and CG retest using the C.D. Ryff Psychological Well-being Scale (Figure 4).

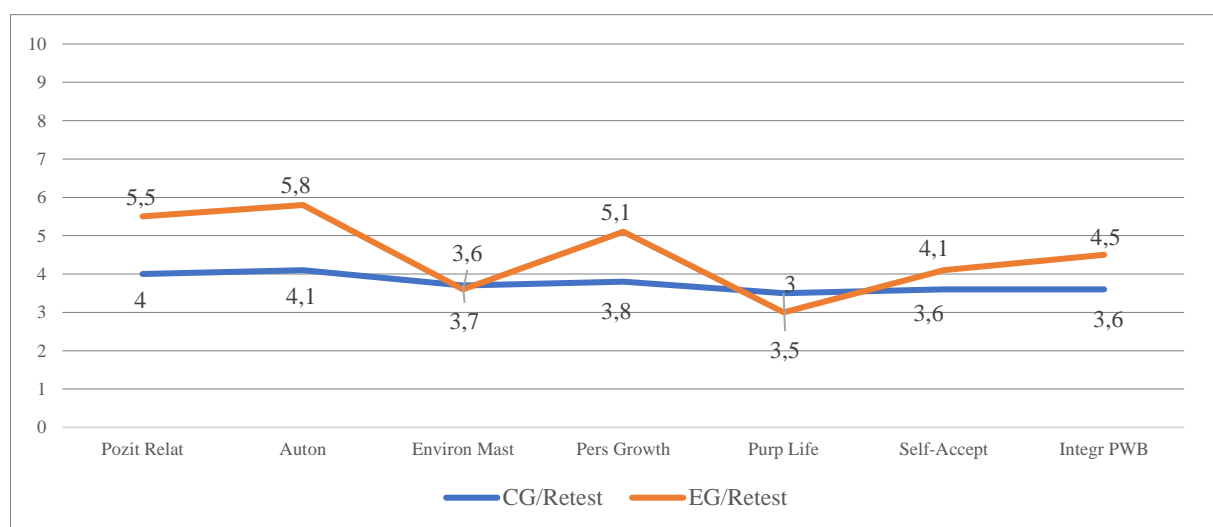


Figure 4. Means for psychological well-being in adolescents from the EG / retest and CG / retest

A quantitative increase is noticeable on the scales: positive relations with others (+1.5), autonomy (+1.7), personal growth (+1.7), integral psychological well-being indicator (+0.9), and statistically significant differences, calculated using the U-Mann-Whitney and W-Wilcoxon criteria, were also found on these scales: positive relations with others ($U=41.500$, $p\leq 0.05$), autonomy ($U=41.500$, $p\leq 0.05$), personal growth ($U=41.500$, $p\leq 0.05$), integral psychological well-being indicator ($U=39.000$, $p\leq 0.05$). The components of psychological well-being: environmental mastery, purpose in life for participants from the experimental group remained at a low level, and the self-acceptance element increased from a low mark to a medium one. The described changes indicate that the Program for Enhancing the level of psychological well-being in adolescence had a positive effect on well-being components by promoting better adaptation to the social environment and the development of emotional and cognitive competencies. The results allow us to state that structured interventions have a sustainable effect on promoting mental health in adolescents.

Let us consider the distribution of the results of the Methodology for Identifying Lifestyle in Adolescents (V.A. Rujenkov, V.V. Ruzhenkova) in the EG and CG at the retest stage (Figure 5).

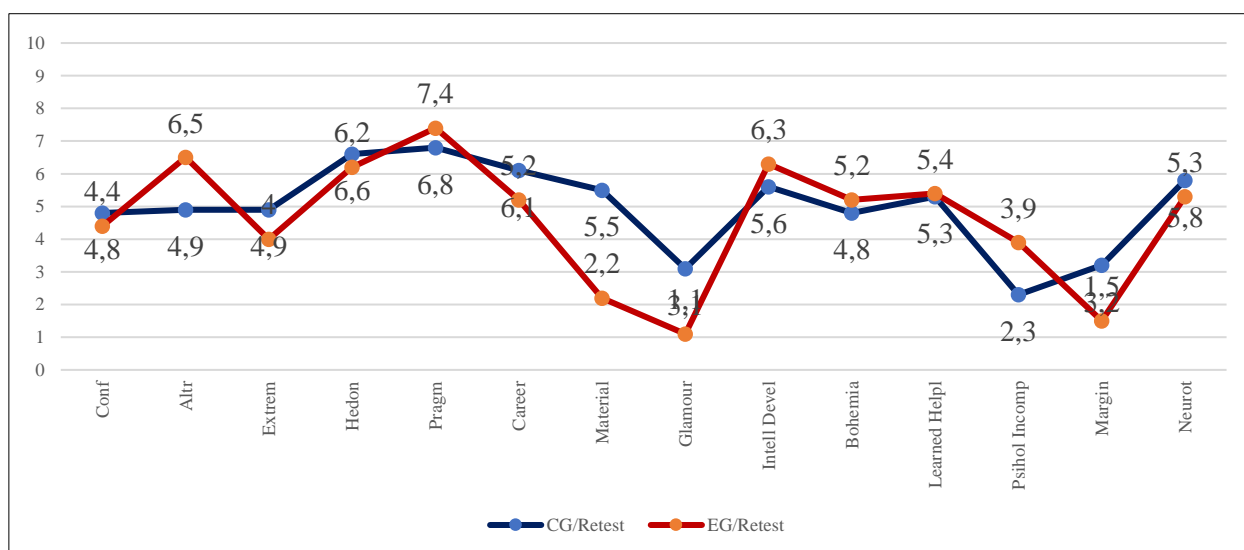


Figure 5. Means for lifestyle in adolescents from the EG / retest and CG / retest

In accordance with the obtained indicators, we highlight the existence of notable differences between the results of adolescents from the EG / retest and CG / retest, including those that are statistically significant: materialism ($U=12.500$, $p \leq 0.001$) in the EG comparatively decreased; psychological incompetence ($U=30.000$, $p \leq 0.01$) in the EG acquired a minimal mark; the marginal style ($U=21.500$, $p \leq 0.001$) in the experimental group significantly decreased. We notice that besides the lifestyles for which statistically significant differences were found, there are lifestyles whose indicators visibly differ: altruism (difference in mean values – +1.6), which is noted to a greater extent in the EG; glamour (-2), which is lower for participants from the EG [31]. These results allow for the formulation of a clear finding regarding the effects of the specific components of the Program for Enhancing the level of psychological well-being in adolescence well-being (developing goal-setting and planning competencies, self-assessment of personal potential, recognition of limits, developing autonomy and self-acceptance skills, stimulating creativity, cooperation, and mutual support) on the modification of lifestyles in adolescents, indicating both a reduction in destructive tendencies and an increase in the adoption of constructive lifestyles.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The conducted research was aimed at studying the features of the manifestation of psychological well-being and lifestyle, and their components in adolescence, establishing the link between psychological well-being and lifestyle and its components, as well as developing and implementing a Program for Enhancing the level of psychological well-being in adolescence.

The most important scientific results of our theoretical and experimental research are summarized in the following conclusions:

1. In this thesis, psychological well-being is considered as the degree of a person's realization of optimal functioning, manifested in a feeling of happiness and life satisfaction, and includes: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Lifestyle is interpreted as an integrated way of a person's interaction with the environment, reflecting their essence and being a significant characteristic of individuality. The author's model of the psychological component of lifestyle includes four components: value (internal), socio-role (external), cognitive (internal), and specifically technical (external). The determining factors of psychological well-being and lifestyle in adolescence have been described in detail.
2. The adolescents in the sample show a moderate level of expression across all components of psychological well-being (self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth), as well as the integral indicator of psychological well-being. This suggests an average level of orientation towards optimal personal functioning and life satisfaction. However, the profile analysis revealed an accentuation of two components: an increased need for autonomy and a pronounced striving for personal growth. No specific differences were found in the manifestation of psychological well-being components based on the age criterion. Gender differences in the overall level of psychological well-being are also absent, but girls demonstrate higher indicators regarding the specific component of “personal growth”.
3. The studied sample shows a pronounced adherence to constructive lifestyles, such as: pragmatism, intellectual development, careerism, altruism, and hedonism. Simultaneously, a tendency to reject destructive styles was revealed, including marginality, learned helplessness, and psychological incompetence, as well as glamour. These preferences remain independent of age. Girls, unlike boys, demonstrate a significant difference in the choice of the “intellectual development” lifestyle, which may be due to earlier maturation, high academic motivation, and a tendency towards personal growth.
4. The representation of the psychological components of lifestyle can be described by the following tendencies. Within the value-semantic component, priority is given to family and health, while the value of creativity and fame is rejected or found at the bottom of the hierarchy. No differences were found based on age. For boys, the values of career and material security are more significant than for girls, and for girls – the values of health and service. In the manifestation of the socio-role component, prioritization of a functional family, socio-psychological support, and self-regulation skills is noted. Specific manifestations within this component are noted through a propensity for anti-vital behavior, anxious ruminations, and a feeling of loneliness, especially in 19-year-olds. Boys more often experience conflicts with

teachers, and girls – unmediated emotions. The cognitive component of lifestyle is characterized predominantly by a field-dependent style, which indicates difficulties in overcoming the context of the situation when making decisions. However, by age 19, an increase in the number of adolescents with a field-independent style is observed. No gender differences were noted in the manifestation of the cognitive component of lifestyle.

5. The research results allowed for the formation of detailed profiles of adolescents with different levels of psychological well-being, revealing the characteristic lifestyles, value orientations, and cognitive features for each level. The profile of adolescents with a low level of psychological well-being demonstrates that adolescents are prone to maladaptive behavior, choosing pragmatic-hedonistic lifestyle strategies. Moreover, boys with a low level of psychological well-being more often than girls resort to choosing the extreme lifestyle; they experience emotional discomfort in the form of loneliness, anxious ruminations, and a feeling of helplessness; the cognitive style is characterized as field-dependent, conformist. This combination of factors leads to a decrease in motivation for personal growth and the experience of ineffective functioning. The profile of adolescents with a medium level of psychological well-being is characterized by a behavioral balance between adaptation and risk. They effectively use constructive lifestyles (pragmatism, careerism, altruism, intellectual style, and hedonism), highly value family, which provides them with psychological stability. However, this stability is at a medium level, as evidenced by the resilience scale indicators. Some signs of psychological ill-being (anxious ruminations, experience of loneliness, propensity for anti-vital behavior) and cognitive immaturity are present in this profile, which makes this group of adolescents potentially vulnerable. Boys with a medium level of psychological well-being, unlike girls in this group, more often choose lifestyles such as hedonism and materialism. With an increase in the level of psychological well-being, boys demonstrate a tendency to choose more constructive styles (from Extreme to Hedonistic). Girls with a medium level of psychological well-being more often than boys choose altruism and bohemia, but also more often demonstrate a propensity for Learned Helplessness and marginality (psychological instability). Girls with medium psychological well-being more often show a tendency towards socially beneficial styles (altruism). The personality profile of adolescents with a high level of psychological well-being is characterized by holistic adaptivity, as they demonstrate the choice of a mature set of lifestyles: pragmatic, altruistic, and intellectual development; a high level of cognitive independence and personal resourcefulness, which is ensured by a functional family and its psychological support. An inverse correlation is noted between the components of psychological well-being and lifestyle in this group: the reduction of negative experiences and anti-vital manifestations leads to an increase in subjective psychological well-being.

6. The results of the formative experiment demonstrate the effectiveness of the developed Program for Enhancing the level of psychological well-being in adolescence, which was developed based on the identified links between psychological well-being and lifestyle within the assessment experiment. The main directions of work included the development of goal-setting, increasing self-acceptance and evaluation of one's own potential, the formation of a hierarchy of life values, the development of creative adaptation, and the strengthening of communication skills, teamwork, support, and mutual assistance. These directions cover both psychological well-being parameters and the content of constructive lifestyles.
7. According to the results of the formative experiment, a significant positive dynamic was recorded in the experimental group in the area of increasing the integral psychological well-being indicator. The level of psychological well-being of adolescents in the experimental group was positively influenced by constructive lifestyles characterized by social orientation (e.g., altruism) and the search for optimal solutions with benefit (pragmatism), which leads to satisfaction.
8. The results revealed in the control group indicate the unchanged reduced level of psychological well-being. This fact emphasizes the critical importance of timely intervention for the formation and improvement of psychological well-being in adolescence to prevent the appearance of signs of mental ill-health.
9. Retest changes revealed a positive dynamic in the experimental group compared to the control group. Changes in the experimental group are characterized by an increase in communicative effectiveness and an increase in psychological autonomy; the formation of internal motivation for personal growth. Adolescents from the experimental group also demonstrated a tendency to reject destructive lifestyles that contribute to the experience of inferiority, uncertainty, and the objectification of human relations in favor of obtaining benefit (psychological incompetence, marginality, materialism).
10. The results of the formative experiment prove that the developed Program for Enhancing the level of psychological well-being in adolescence is an effective tool for increasing the psychological well-being of adolescents due to targeted intervention on the lifestyle. These results have important practical significance for the development of preventive and developmental programs for adolescents.

Recommendations for the Application of Research Results:

1. Psychodiagnostics tools for studying psychological well-being, lifestyle, and its components can be used by school psychologists, clinical psychologists, psychotherapists, as well as pedagogical staff in working with adolescence.

2. The Program for Enhancing the level of psychological well-being in adolescence, aimed at optimizing the level of psychological well-being experience, can be used by school psychologists, psychotherapists working within group personal development therapy, pedagogical staff, parents, and adolescents.
3. The ideas and patterns of manifestation of psychological well-being and lifestyle (and its components) described in the study can be shared with interested public through the publication of a methodological guide for experience exchange.

Suggestions for Prospective Research:

The conclusions of this work can become the basis for obtaining new knowledge in the field of psychological well-being research in adolescence. We believe that the study of the following areas is of scientific interest:

1. Studying the features of the manifestation of psychological well-being and lifestyle in new realities related to post-pandemic and modern socio-cultural living conditions of adolescents.
2. Investigating the determinant factors of psychological well-being and their correlation with lifestyle in adolescence.

BIBLIOGRAPHY

1. FREDRICKSON, B. *Puterea emoțiilor pozitive*. București: Lumina. 2019. 256 p. ISBN 9786063336614.
2. LOSÎL, E. Starea de bine și securitatea psihologică. În: *Актуальні питання психології у сучасному інноваційному просторі*, Odesa. Odesa: Видавництво «Друк Південь». 2023. p. 41 – 44. ISBN 978-966-389-447-8.
3. MUNTELE HENDREȘ, D. *Starea subiectivă de bine. Consolidarea ei prin acțiuni psihologice*. Iași: Universitatea „Alexandru Ioan Cuza” din Iași. 2009. 393 p. ISBN 978-973-346-8.
4. NEGURĂ, I. Optimizarea stării subiective de bine ca problemă psihologică. În: *Formarea competențelor de rezolvare a problemelor psihologice*. Chișinău: CEP UPS „Ion Creangă”. 2014. p. 14-57. ISBN 978-9975-46-211-2.
5. PALADI, O., POTÂNG, A., TURCHINĂ, T., TARNOVSCHI, A. și TOMA, N. *Starea de bine în școală. Ghid metodologic*. Chișinău: Continental grup. 2024. 119 p. ISBN 978-5-86654-109-6.
6. RACU, I. și RACU, Iu. *Psihologia dezvoltării*. Chișinău: UPS „Ion Creangă”. 2013. 212 p. ISBN 978-9975-71-478-5.
7. RACU, Iu. și DRUȚĂ, E. Abordări teoretice ale stării de bine în psihologie. În: *Practica psihologică modernă, Materialele conferinței științifice naționale cu participare internațională*. Chișinău. CEP UPS „I. Creangă”. 2024. p. 58-62. ISBN 978-9975-46-942-5.
8. RACU, Iu. și NEAGU, C. Starea de bine la adolescenți: caracteristici definitorii și modalități de consolidare. În: *Acta et commentationes (Științe ale Educației)*. Chișinău: CEP UPSC. N 1(39) 2025. p. 172 – 183. ISSN 1857-0623.
9. RUSNAC, S. Cercetarea stării de bine psihologice: metodologie și rezultate. În: *Psihologia socială în secolul XXI: provocări, tendințe, perspective*. 2017. p. 101-115. ISBN 978-9975-3168-4-2.

10. SELIGMAN, M., REIVICH, K., JAYCOX, L. și GILLHAM, L. *Copilul optimist. Cum să previi depresia și să-i consolidezi încrederea în sine*. București: Humanitas. 2020. 352 p. ISBN 9789735068738.
11. SZENTAGOTAI-TĂTAR, A. și DAVID, D. *Tratat de psihologie pozitivă*. Iași: Polirom. 2017. 339 p. ISBN 978-973-46-6234-0.
12. АБУЛЬХАНОВА-СЛАВСКАЯ, К. *Стратегия жизни*. Москва: Изд-во Мысль. 1991. 299 с. ISBN 5-244-00380-1.
13. АДЛЕР, А. *Понять природу человека*. СПб.: «Академический проект». 1997. 253 с. ISBN 5-7331-0107-5.
14. АНДРОННИКОВА, О.О. и ВЕТЕРОК Е.В. Психологическое благополучие и здоровье как актуальная потребность современного человека в рамках девиктимизации. В: *Вестник Кемеровского государственного университета*. Нр. 1(65). 2016. с. 72-76. ISSN 2078-1768.
15. АРГАЙЛ, М. *Психология счастья*. СПб.: Питер. 2003. 271 с. ISBN 5-272-00370-5.
16. БЕРН, Э. *Игры, в которые играют люди*. Москва: Издательство Эксмо. 2002. 320 с. ISBN 5-699-00452-1.
17. ВАЧКОВ, И. *Основы технологии группового тренинга*. Учеб. пособие. Москва: Издательство "Ось-89". 1999. 176 с. ISBN 5-86894-274-4.
18. ВИЛЕНСКИЙ, М.Я. Общее и особенное в педагогических категориях «здоровый образ жизни» и «здоровый стиль жизни». В: *Вестник РГУ им. И. Канта, Педагогические и психологические науки*. Нр. 11. 2006. с. 8-18. ISSN 2310-3698.
19. ВОДЯХА, С. Психологическое благополучие креативных старшеклассников. В: *Педагогическое образование в России*. Нр. 5. 2013. с. 113-116. ISSN 2079-8717.
20. ВОДЯХА, С. Современные концепции психологического благополучия личности. В: *Дискуссия. Журнал научных публикаций. Педагогика и Психология*. Нр. 2(20). 2012. с. 132-138. ISSN 2077-7639.
21. ВОДЯХА, С.А. и ВОДЯХА, Ю.Е. Психологическое благополучие в образовательном пространстве. В: *Психологическое сопровождение безопасности образовательной среды в школе в условиях внедрения новых образовательных и профессиональных стандартов. Сборник научных статей*. Москва. 2015. с. 47-52. ISBN 978-5-94051-132-8.
22. ВЫГОТСКИЙ, Л. *Педагогическая психология*. Москва: Педагогика. 1991. 480 с. ISBN 5-7155-0358-2.
23. ГАЛИАХМЕТОВА, Л. Благополучие, субъективное благополучие, удовлетворенность жизнью: проблема взаимосвязи. В: *Вестник Башкирского университета. Серия «Педагогика и психология»*. Нр. 3. 2015. с. 1114-1118. ISSN 1998-4812.
24. ЖУКОВСКАЯ, Л.В. и ТРОШИХИНА, Е.Г. Шкала психологического благополучия К. Рифф. В: *Психологический журнал*. Т.32, нр. 2. 2011. с. 82-93. ISSN 0205-9592.
25. КАРАБАНОВА, О.А. *Возрастная психология: Конспект лекций*. Москва: Айрис-пресс. 2005. 240 с. ISBN 5-8112-1353-0.
26. КАРАПЕТЯН, Л. Теоретические подходы к пониманию субъективного благополучия. В: *Известия Уральского федерального университета. Сер. 1, Проблемы образования, науки и культуры*. Нр. 1(123). 2014. с. 171-182. ISSN 2227-2275.
27. КАШПУРОВА, Е.Н. Характеристика основных подходов к понятию психологического благополучия. В: *Психология сегодня: сборник научных статей. 13 Всероссийская научно-практическая конференция*, с. 50-55. [citat 03.03.17]. Disponibil: http://window.edu.ru/resource/668/75668/files/psih_today_2011.pdf.
28. КИПНИС, М. *Тренинг коммуникации*. Москва: Ось-89. 2004. 128 с. ISBN 5-86894-892-0.
29. КОЗМАН, Т. Характеристика личности юношей с разным уровнем переживания психологического благополучия. В: *Univers Pedagogic*. Нр. 3(87). 2025. р. 72-78. ISSN 1811-5470. <https://doi.org/10.52387/1811-5470.2025.3.11> CZU: 159.9/.922.8:373=161.1

30. КОЗМАН, Т. Особенности стиля жизни у юношей. В: *Psihologie, revista științifico-practică*. Nr. 1, vol. 46. 2025. p. 13-20. ISSNе 2537-6276, ISSN P 1857-2502. <https://doi.org/10.46728/pspj.2024.v46.i1.p13-20>
31. КОЗМАН, Т. Повышение уровня психологического благополучия старшеклассников. В: *SCIENTIFIC JOURNAL. ACTA ET COMMENTATIONES. Sciences of Education*. Nr. 2(40). 2025. p. 163-172. ISSN 1857-0623. DOI: 10.36120/2587-3636.v40i2.163-172.
32. КОН, И. *Психология ранней юности*. Москва: Просвещение. 1989. 256 с. ISBN 5-09-001053-6.
33. КОНОТОПЦЕВ, Ю.В. Основные подходы к содержанию термина «психологическое благополучие» в зарубежной психологии. В: *Гуманитарные науки и образование в Сибири*. Nr. 3(21). 2015. с. 35-41. ISSN 0869-8651.
34. КРАЙГ, Г. *Психология развития*. 7-е изд. СПб.: Питер. 2003. 992 с. ISBN 5-314-00128-4.
35. ЛАКТИОНОВА, Е.Б. и МАТЮШИНА, М.Г. Теоретический анализ подходов к исследованию проблемы позитивного функционирования личности: счастье, психологическое благополучие, субъективное благополучие. В: *Известия Иркутского государственного университета. Серия Психология*. Т. 26. 2018. с.77-88. ISSN 2541-8785.
36. ЛЕВИНА, И.Л. Структурно-компонентный анализ феномена психического здоровья. В: *Международный научно-исследовательский журнал*. Nr. 7-5(14). 2013. с. 40-42. ISSN 2227-6017.
37. ЛЕОНТЬЕВ, Д.А. Позитивная психология – повестка дня нового столетия. В: *Психология. Журнал Высшей школы экономики*. Nr. 4, Т. 9. 2012. с. 36-58. ISSN 1813-8918.
38. МАСЛОУ, А. *Мотивация и личность*. СПб. 1999. 562 с. ISBN 978-5-91180-439-8.
39. НОВАК, Н.Г. Основные подходы к определению психологического благополучия личности в современном обществе. В: *Психологический журнал*. Nr. 2. 2008. с. 21-25. ISSN 0205-9592.
40. ОЛПОРТ, Г. *Становление личности: Избранные труды*. Москва: Смысл. 2002. 223 с. ISBN 5-89357-098-7.
41. ОМЕЛЬЧЕНКО, Е. От проблемного конструкта молодежного вопроса – к анализу молодежной повседневности. В: *Журнал исследования социальной политики*. Nr. 3(1). 2019. с. 133-137. ISSN 1727-0634.
42. ОСИН, Е.Н. и РАССКАЗОВА, Е.И. Краткая версия теста жизнестойкости: психометрические характеристики и применение в организационном контексте. В: *Вестник Московского Университета. Серия 14. Психология*. Nr. 2. 2013. с.147-165. ISSN 2309-9852.
43. ПОГОРСКАЯ, В. Характер взаимосвязи субъективного благополучия личности и ценностно-смысловой сферы личности. В: *Вектор науки ТГУ*. Nr. 4(7). 2011. с. 226-229. ISSN 2221-5662.
44. *Психология человека от рождения до смерти* / Под ред. А.А. РЕАНА. СПб. 2002. 656 с. ISBN 5-93878-029-2.
45. РАЙГОРОДСКИЙ, Д. *Практическая психодиагностика. Методики и тесты*. М.: Бахрах-М. 2011. 218 с. ISBN 5-89570-005-5.
46. РОДЖЕРС, К. *Взгляд на психотерапию. Становление человека*. Москва: Прогресс: Универс. 1994. 480 с. ISBN 5-01-004150-2.
47. РУЖЕНКОВ, В.А. *Методика диагностики стиля жизни: методические рекомендации*. Белгород: ООО «Эпицентр». 2017. 24 с.
48. САФАРЯН, А.В. Стиль жизни. В: *Энциклопедия гуманитарных наук*. Nr. 1. 2008. с. 246-248. ISSN 2218-9238.
49. СЕЛИГМАН, М. *В поисках счастья. Как получать удовольствие от жизни каждый день*. Москва: Манн, Иванов и Фербер. 2011. 320 с. ISBN 978-5-91657-157-8.

50. СЕЛИГМАН, М. *Новая позитивная психология*. Москва: София. 2006. 368 с. ISBN 5-91250-026-8.
51. СОЗОНТОВ, А.Е. Гедонистический и эвдемонистический подходы к проблеме психологического благополучия. В: *Вопросы психологии*. Нр. 4. 2006. с. 105-114. ISSN 0042-8841.
52. *Стратегия развития молодёжного сектора «Молодёжь 2030»*. Приложение №1 к постановлению Правительства Республики Молдова №168/2023. [citat 25.06.25]. Disponibil: <https://monitorul.gov.md/ru/monitorul/view/pdf/2722/part/2#page=1>.
53. УМНЯШОВА, И.Б. Анализ подходов к оценке психологического благополучия школьников. В: *Вестник практической психологии образования*. Нр. 3(3). 2019. с. 94-105. ISSN 2658-3100.
54. ЧИКСЕНТМИХАЙИ, М. *Креативность. Поток и психология открытий и изобретений*. Москва: Карьера Пресс. 2017. 528 с. ISBN: 978-5-00074-049-1.
55. ШЕВЕЛЕНКОВА, Т.Д. и ФЕСЕНКО, П.П. Психологическое благополучие личности (обзор основных концепций и методика исследования). В: *Психологическая диагностика*. Нр. 3. 2005. с. 95-129. ISSN 1991-3230.
56. ШЕВЦОВА, И.В. *Тренинг личностного роста*. СПб.: Речь. 2003. 144 с. ISBN 5-9268-0176-1.
57. DIENER, E. and SELIGMAN, M.E.P. Very happy people. In: *Psychological Science*. Nr. 1, vol. 13. 2002. p. 81-84. Online ISSN 1467-9280.
58. RYAN, R.M. and DECI, E.L. On happiness and human potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. In: *Annual Review of Psychology*. Vol. 52. 201. p. 141-166. eISSN 1545-2085.
59. RYFF, C.D. Psychological Well-Being. In: *Encyclopedia of Gerontology*. Vol. 2. 1996. p. 365-369. ISBN 978-0123706447.
60. RYFF, C.D., KEYES, C. and LEE, M. The structure of psychological well-being revisited. In: *Journal of Personality and Social Psychology*. Nr. 69. 1995. p.719-727. ISSN 1939-1315.
61. RYFF, C.D., SINGER, B.H. and LOVE G.D. Positive health: Connecting well-being with biology. In: *Philosophical Transactions of the Royal Society of London*. Vol. 359, nr.9. 2004. p. 1383-1394. ISSN 0962-8436.
62. SANTROCK, J.W. *Adolescence: An introduction* (6th ed.). Brown & Benchmark Publishers. 1996. 628 p. ISBN 0-697-15033-X.

LIST OF THE AUTHOR'S PUBLICATIONS ON THE TOPIC OF THE THESIS

Articles in scientific journals:

1. КОЗМАН, Т. и НЕГУРЭ, И. Теоретический анализ результатов изучения стиля жизни в современной психологии. В: *Psihologie, revista științifico-practică*. 2020, nr. 3-4 (37), pp. 82-92. ISSN 2537-6276. <https://doi.org/10.5281/zenodo.4300023>
2. КОЗМАН, Т. Повышение уровня психологического благополучия старшеклассников. В: *ACTA ET COMMENTATIONES. Sciences of Education. SCIENTIFIC JOURNAL*. 2025, nr. 2(40), pp. 163-172. ISSN 1857-0623. DOI: 10.36120/2587-3636.v40i2.163-172. https://revistaust.upsc.md/index.php/acta_educatie/article/view/1128/1100
3. КОЗМАН, Т. Характеристика личности юношей с разным уровнем переживания психологического благополучия. В: *Univers Pedagogic*. 2025, nr. 3(87), pp. 72-78. ISSN 1811-5470. <https://doi.org/10.52387/1811-5470.2025.3.11> CZU: 159.9/.922.8:373=161.1
4. КОЗМАН, Т. Особенности проявления стиля жизни у юношей. В: *Psihologie, revista științifico-practică*. 2025, nr. 1, vol. 46, pp. 13-20. ISSN 2537-6276, ISSN P 1857-2502. <https://doi.org/10.46728/pspj.2024.v46.i1.p13-20>

Articles in international and national scientific conferences:

1. КОЗМАН, Т. и САПОЖНИКОВ С. Стиль життя як фактор психологічного благополуччя старшокласників. В: *Практична психологія у сучасному вимірі: XIV Міжнародна науково-практична конференція науковців та студентів: тези доповідей*, Дніпро, 21 березня 2023

- p. [Електронне видання]. Дніпро: Університет імені Альфреда Нобеля, 2022. 313 с. С. 154-157. ISBN 978-966-434-559-7. <https://duan.edu.ua/wp-content/uploads/2024/10/tezy-psykholohiya-2023.pdf>
2. КОЗМАН, Т. Типології стилів життя старшокласників. В: *Гуманітарно-педагогічна освіта: здобутки, проблеми, перспективи. IV Всеукраїнська науково-практична конференція (з міжнародною участю) (23 листопада 2023 р. - 10 квітня 2024 р.)*. Дніпро: Акцент ПП. 2023. С. 10-11. ISBN 978-966-921-356-3.
 3. КОЗМАН, Т. Гендерные особенности в проявлении психологического благополучия и стиля жизни у старшеклассников. В: *Știință și educație: noi abordări și perspective. Materialele conferinței științifice internaționale jubiliare. Seria 27, 27-28 martie 2025, Vol.2. Psihologie*. Chișinău: CEP UPS „Ion Creangă” din Chișinău. 2025, pp. 170-178. ISBN 978-9975-48-269-1.
 4. КОЗМАН, Т. Обзор основных подходов к пониманию психологического благополучия в современной психологии. В: *"Practica psihologică modernă", conferință practico-științifică cu participarea internațională*. Chișinău: S.n., 2017 (Tipogr. UPS "Ion Creangă"). 2016. Pp. 113-118. ISBN 978-9975-46-311-9. https://ibn.idsi.md/en/collection_view/3270
 5. КОЗМАН, Т. Стил жизни: понятия, структура, виды. In: *Probleme actuale ale științelor umanistice: Analele științifice ale doctoranzilor și competitorilor*, Ed. 18, 1 ianuarie 2019, Chișinău. Chișinău: CEP UPS „I.Creangă”, 2019, Vol.18, Partea 4, pp. 227-239. ISBN 978-9975-46-424-6. ISSN 1857-0267. https://ibn.idsi.md/vizualizare_articol/131683
 6. КОЗМАН, Т. Психологическое благополучие и стиль жизни современных старшеклассников. In: *Asistența psihologică la etapa contemporană: realități și perspective*, 21-22 octombrie 2021, Chișinău. Chisinau, Republic of Moldova: Editura „Lexon-Prim”, 2021, Ediția XXXII, pp. 160-164. ISBN 978-9975-50-269-6. https://ibn.idsi.md/vizualizare_articol/148877
 7. КОЗМАН, Т. и НЕГУРЭ, И. Психологическое благополучие и жизненные ценности современных старшеклассников. In: *Aspecte psihosociale ale securității psihologice și manifestările ei în plan social la copii*, 29 octombrie 2021, Chișinău. Chișinău: CEP UPS „I.Creangă”, 2021, pp. 216-229. ISBN 978-9975-46-564-9. https://ibn.idsi.md/ro/vizualizare_articol/154256

ADNOTARE

COZMAN Tatiana, Stilul de viață ca factor determinant al stării psihologice de bine.

Teză de doctor în psihologie, Chișinău 2025

Structura tezei: Teza este constituită din: adnotări, lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, bibliografie din 253 de surse bibliografice; 7 anexe, 135 pagini de text de bază, 32 tabele și 30 figuri. Rezultatele obținute sunt publicate în 11 articole științifice.

Cuvinte-cheie: starea psihologică de bine, stilul de viață, orientări valorice, lipsă de vitalitate, reziliență, independență de câmp, creativitate, vârsta adolescentă.

Domeniul de studiu: Psihologia dezvoltării, Psihologia personalității, Psihologia adolescentului, Psihologia educațională, Psihologia pozitivă.

Scopul cercetării a constat în studierea particularităților de manifestare a stării psihologice de bine, a stilului de viață și a componentelor acestora la vârsta adolescenței, în stabilirea legăturii dintre starea psihologică de bine, stilul de viață și componentele sale, precum și în elaborarea și implementarea unui Program de creștere a nivelului stării psihologice de bine la vârsta adolescenței.

Obiectivele cercetării: analiza teoretică a conceptelor cercetării: starea psihologică de bine și stilul de viață; evidențierea diferențelor în manifestările stării psihologice de bine și ale componentelor sale în funcție de vârstă și gen; identificarea diferențelor în manifestările stilului de viață și ale componentelor sale în funcție de vârstă și gen; stabilirea legăturilor între starea psihologică de bine, stilul de viață și componentele acestuia la adolescenți; conturarea portretului psihologic al adolescentului cu nivel ridicat al stării de bine; elaborarea, implementarea și evaluarea eficienței Programului de creștere a stării de bine prin dezvoltarea componentei psihologice a stilului de viață.

Noutatea și originalitatea științifică a rezultatelor. Prezenta lucrare cuprinde un demers teoretico-experimental cu referire la starea psihologică de bine și stilul de viață la adolescenți. S-a conceptualizat un model psihodiagnostic pentru examinarea stării psihologice de bine și a stilului de viață la adolescenți. S-a evidențiat modul de manifestare a stării de bine și a stilului de viață pe parcursul vârstei adolescente. S-a stabilit caracterul specific al stării psihologice de bine și a stilurilor de viață la adolescenți și adolescente. Au fost examinate caracteristicile adolescenților cu diferite niveluri ale stării de bine. A fost reliefat portretul psihologic al adolescentului cu nivel ridicat al stării psihologice de bine. A fost elaborat și verificat experimental un model de intervenții psihologice orientat la creșterea stării de bine la adolescenți.

Rezultatele obținute care contribuie la soluționarea problemei științifice importante constau în conceptualizarea integrativă a stării psihologice de bine dedusă din abordarea de vârstă și de gen, în elucidarea caracteristicilor stilului de viață și a componentelor acestuia în dependență de vârstă și de gen, prin prisma evidențierii profilului de personalitate la adolescenți cu diferite niveluri ale stării psihologice de bine, fapt ce a constituit fundamentul pentru elaborarea unui model nou de intervenții psihologice ce a contribuit la creșterea stării psihologice de bine la adolescenți.

Semnificația teoretică a lucrării. Rezultatele cercetării teoretico-experimentale îmbogățesc domeniul psihologiei dezvoltării și psihologiei educației cu noi cunoștințe ample referitoare la manifestarea stării psihologice de bine și a stilului de viață în adolescență, la diferențele de vârstă și de gen în experimentarea stării psihologice de bine și a stilului de viață (a componentelor acestuia), precum și cu privire la interrelațiile dintre modul de manifestare a stării de bine și stilul de viață la adolescenți. Rezultatele cercetării, explicațiile și legitățile descrise, precum și concluziile formulate sunt importante pentru reconceptualizarea și actualizarea dimensiunii dedicate sferei emoționale și a personalității în contextul compartimentului „Dezvoltarea psihosocială în adolescență” din cadrul disciplinei Psihologia dezvoltării.

Valoarea aplicativă a lucrării. Ideile și legitățile descrise în lucrare despre manifestarea stării psihologice de bine și a stilului de viață, relația dintre starea de bine și stilul de viață (componentele stilului de viață) în adolescență pot fi utilizate în procesul de dezvoltare și formare a unei personalități echilibrate și armonioase. Instrumentele psihodiagnostice propuse pentru evaluarea stării de bine, a stilului de viață și a componentelor stilului de viață pot fi utilizate de către psihologi școlari, psihologi clinicieni, psihoterapeuți și cadre didactice. Programul de creștere a stării de bine la adolescenți orientat la optimizarea stilului de viață poate fi folosit de către psihologii școlari, psihoterapeuții ce derulează grupuri de dezvoltare personală, cadre didactice, părinți și adolescenți și poate constitui fundamentul pentru un ghid metodologic de bune practici.

Implementarea rezultatelor științifice. Rezultatele cercetării au fost implementate în procesul didactic de pregătire și formare a studenților în cadrul disciplinelor Psihologia dezvoltării, Psihologia personalității și Psihologia adolescentului la facultățile de psihologie din instituțiile superioare de învățământ.

АННОТАЦИЯ

КОЗМАН Татьяна. Стиль жизни как фактор психологического благополучия.

Диссертация на соискание учёной степени доктора психологии, Кишинёу 2025.

Структура диссертации. Работа состоит из аннотаций, введения, трех глав, общих выводов, рекомендаций, библиографии (253 источника), 7 приложений, 135 страниц основного текста, 32 таблиц, 30 рисунков. Результаты исследования опубликованы в 11 научных работах.

Ключевые слова: психологическое благополучие, стиль жизни, ценностные ориентации, антивитаальность и жизнестойкость, полнезависимость, креативность, юношеский возраст.

Сферы исследования: Психология развития, Психология личности, Психология юношеского возраста, Педагогическая психология, Позитивная психология.

Цель научной работы: состоит в изучении особенностей проявления психологического благополучия, стиля жизни и их компонентов в юношеском возрасте, в установлении связи между психологическим благополучием, стилем жизни и его компонентами, а также в разработке и внедрении Программы повышения психологического благополучия в юношеском возрасте.

Задачи исследования: теоретический анализ понятий исследования: психологическое благополучие и стиль жизни; выявление различий в проявлениях переживания психологического благополучия и его компонентов в зависимости от возраста и гендерной принадлежности; идентификация различий в проявлениях стиля жизни и его компонентов в зависимости от возраста и гендерной принадлежности; установление связей между психологическим благополучием и стилем жизни и его компонентами в юношеском возрасте; создание психологического портрета психологически благополучной личности юношей и девушек и разработка концептуальной модели, внедрение и оценка эффективности программы повышения уровня психологического благополучия в юношеском возрасте за счет формирования и / или развития компонентов стиля жизни.

Научная новизна и оригинальность. Данная работа содержит теоретически-экспериментальную базу в отношении изучения психологического благополучия и стиля жизни в юношеском возрасте. Была апробирована модель психологической диагностики исследования психологического благополучия, стиля жизни и его компонентов в юношеском возрасте. Описаны особенности представленности психологического благополучия и стиля жизни в юношеском возрасте. Были установлены особенности проявления психологического благополучия и стиля жизни у юношей и девушек. Определены характеристики юношей и девушек с различным уровнем переживания психологического благополучия, что позволило очертить психологический портрет психологически благополучной личности юношей и девушек. Разработана и экспериментально проверена модель психологической интервенции, ориентированной на развитие психологического благополучия и стиля жизни в юношеском возрасте.

Решённая значимая научная проблема состоит в обобщенной концептуализации психологического благополучия и стиля жизни, выведенной на основании характеристик проявленности изучаемых феноменов в зависимости от возраста и гендера, а также по результатам выделения личностного профиля юношей и девушек с различным уровнем переживания психологического благополучия, что явилось фундаментом создания новой модели психологической интервенции, которая помогла повысить уровень переживания психологического благополучия в юношеском возрасте.

Теоретическая значимость работы. Результаты теоретически-экспериментального исследования обогащают область знаний психологии развития и психологии воспитания описаниями проявленности психологического благополучия и стиля жизни (и его компонентов) в юношеском возрасте в зависимости от возраста и гендера, характеристиками различий в проявлениях психологического благополучия и стиля жизни (и его компонентов) по возрастному и гендерному критериям, а также относительно взаимосвязей между манифестацией психологического благополучия и стиля жизни (и его компонентов) в юношеском возрасте. Результаты исследования, интерпретация данных, описанные закономерности, а также сформулированные выводы являются важными для переосмысления и актуализации области знаний, связанной с эмоциональной и личностной сферами в разделе «Психосоциальное развитие в юношеском возрасте» в рамках дисциплины «Психология развития».

Практическая значимость работы Описанные в работе идеи и закономерности проявления психологического благополучия и стиля жизни (и его компонентов) могут быть использованы в процессе развития и обучения гармонично развивающейся личности. Психодиагностические инструменты исследования психологического благополучия, стиля жизни и его компонентов могут быть использованы школьными психологами, психотерапевтами, клиническими психологами, педагогическими кадрами. Программа повышения психологического благополучия в юношеском возрасте, ориентированная на оптимизацию стиля жизни, может быть использована школьными психологами, психотерапевтами, работающие в рамках групповой терапии личностного развития, педагогическими кадрами, родителями и юношами и девушками, а также может стать основой для создания методического пособия.

Внедрение научных результатов. Результаты исследования были внедрены в дидактический процесс подготовки и обучения студентов по дисциплинам Психология развития, Психология личности и Психология юношеского возраста на психологических факультетах высших учебных заведений.

ANNOTATION

COZMAN Tatiana, *Lifestyle as a factor of psychological well-being.* PhD thesis in Psychology, Chişinău 2025

Volume and structure of thesis. The thesis is composed of: annotations, list of abbreviations, introduction, three chapters, general conclusions and recommendations, references of 253 bibliographical sources; 7 annexes, 135 pages of basic text. The paper contains 32 tables and 30 figures. The obtained results are published in 11 scientific articles.

Keywords: psychological well-being, lifestyle, value orientations, antivitality and hardiness, field independence, creativity, adolescence.

Field of Study: Developmental Psychology, Personality Psychology, Adolescent Psychology, Educational Psychology, Positive Psychology.

The purpose of research consists in studying the peculiarities of the manifestation of psychological well-being, lifestyle and its components in adolescence, to establish the connection between psychological well-being, lifestyle and its components, as well as to develop and implement a Program for Enhancing Psychological Well-being in adolescence.

Research objectives: theoretical analysis of the study concepts: psychological well-being and lifestyle; highlighting the differences in the manifestations of psychological well-being experience and its components depending on age and gender affiliation; identification of differences in the manifestations of lifestyle and its components depending on age and gender affiliation; establishment of connections between psychological well-being and lifestyle and its components in adolescence; creation of a psychological profile of a psychologically well-adjusted individual among adolescents and development of a conceptual model, implementation, and evaluation of the effectiveness of the Program for Enhancing the level of psychological well-being in adolescence by means of the formation and/or development of lifestyle components.

The scientific novelty and originality of the obtained results. This study provides a theoretical and experimental basis for the investigation of psychological well-being and lifestyle in adolescence. A model for the psychological diagnosis of psychological well-being, lifestyle, and its components in adolescence was validated. The peculiarities of the representation of psychological well-being and lifestyle in adolescence are described. The specific features of the manifestation of psychological well-being and lifestyle in adolescents were established. Characteristics of adolescents with different levels of psychological well-being experience were identified, which allowed for outlining the psychological profile of the psychologically well-adjusted individual among adolescents. A model of psychological intervention focused on the development of psychological well-being and lifestyle in adolescence was developed and experimentally verified.

The obtained results that have been solved are in the generalized conceptualization of psychological well-being and lifestyle, derived from the characteristics of the manifestation of the phenomena studied depending on age and gender, as well as based on the results of isolating the personal profile of adolescents with different levels of psychological well-being experience. This served as the foundation for the creation of a new model of psychological intervention which helped to enhance the level of experience of psychological well-being in adolescence.

Theoretical significance of paper lies in the enriching the field of knowledge of developmental psychology and educational psychology with descriptions of the manifestation of psychological well-being and lifestyle (and its components) in adolescence depending on age and gender, with characteristics of differences in the manifestations of psychological well-being and lifestyle (and its components) according to age and gender criteria, as well as with regard to the interrelationships between the manifestation of psychological well-being and lifestyle (and its components) in adolescence. The study results, the data interpretation, the described regularities, and the formulated conclusions are important for the rethinking and actualization of the field of knowledge related to the emotional and personal spheres within the section "Psychosocial Development in Adolescence" as part of the academic discipline "Developmental Psychology".

Applicative value of paper. The ideas and regularities of the manifestation of psychological well-being and lifestyle (and its components) described in the study can be utilized in the process of development and education of a harmoniously developing personality. The psychodiagnostics tools for studying psychological well-being, lifestyle, and its components can be used by school psychologists, psychotherapists, clinical psychologists, and teaching staff. The Program for Enhancing Psychological Well-being in adolescence, focused on optimizing the lifestyle, can be utilized by school psychologists, psychotherapists working within the framework of group therapy for personal development, teaching staff, parents, and adolescents. It can also serve as the basis for the creation of a methodological guide.

Implementation of the scientific results. The results of the research have been implemented in the didactic process of student training and formation within the disciplines of Developmental Psychology, Personality Psychology and Adolescents Psychology for psychology students in higher education institutions.

COZMAN TATIANA

LIFESTYLE AS A FACTOR OF PSYCHOLOGICAL WELL-BEING

Specialty 511.02 – Developmental Psychology and Educational Psychology

Abstract of the Thesis for the Degree of Doctor of Psychology

Aprobat spre tipar: 23.12.2025
Hârtie offset. Tipar offset.
Coli de tipar 1,5

Formatul hârtiei 60x84 1/16
Tirajul 40 ex.
Comanda 49

**Centrul Editorial-Poligrafic al Universității Pedagogice de Stat „Ion Creangă” din Chișinău,
str. Ion Creangă, nr. 1, MD-2069**