

FREE INTERNATIONAL UNIVERSITY OF MOLDOVA

Manuscript:

C.Z.U: 159.923(043.2)=111

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**STUDENTS' SELF-CONFIDENCE, SELF-ATTITUDE, AND LIFE
SATISFACTION IN THE CONTEXT OF PERSONAL WELL-BEING**

511.03 – SOCIAL PSYCHOLOGY

ABSTRACT

of the doctoral dissertation in psychology

CHIȘINĂU, 2026

The dissertation was completed at the **Doctoral School of the Free International University of Moldova.**

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The dissertation and its abstract are available for consultation at the Library of the Free International University of Moldova, on the University’s official website (<https://ulim.md/doctorat/sustinerea-tezelor-de-doctorat/>), and on the website of the National Agency for Quality Assurance in Education and Research (<https://www.anacec.md/ro>).

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CONTENTS

I. FRAMEWORK OF THE RESEARCH	4
II. CONTENT OF THE DOCTORAL DISSERTATION	6
III. GENERAL CONCLUSIONS AND RECOMMENDATIONS	26
IV. BIBLIOGRAPHY	29
V. LIST OF SCIENTIFIC PUBLICATIONS ON THE TOPIC OF THE DOCTORAL DISSERTATION BY РОЩУПКИНА ДИАНА	32
ADNOTARE	34
АННОТАЦИЯ	35
ANNOTATION	36

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I. FRAMEWORK OF THE RESEARCH

Relevance and importance of the topic under investigation. Contemporary social, economic, and educational transformations, accompanied by uncertainty regarding life and career trajectories, increase the importance of the psychological resources that underpin personal adaptation, autonomy, psychological resilience, and the maintenance of well-being. This issue becomes particularly salient during the student years, a period characterized by intensive personal and professional self-determination, the formation of life strategies, and the assumption of new social roles.

Over recent decades, well-being has become one of the most rapidly developing fields of psychological research. A range of conceptions of subjective and psychological well-being has been elaborated, and the role of life satisfaction, personal resources, and positive human functioning has been established^{1, 2, 3}. At the same time, although the concept of personal well-being is increasingly employed in both research and applied contexts, its content, structure, and underlying psychological mechanisms remain insufficiently conceptualized^{4, 5, 6}. Self-confidence, positive self-attitude, assertiveness, life satisfaction, subjective well-being, and quality of life have predominantly been examined as separate psychological phenomena, whereas the nature of their interrelations within the structure of students' personal well-being requires further theoretical and empirical substantiation.

Accordingly, the relevance of the present research is determined by the need to conceptualize personal well-being as an independent psychological construct, to develop its conceptual and empirical models, to clarify the nature of the interrelations and the predictive significance of the psychological characteristics under investigation, and to provide a scientific rationale for a psychological intervention designed to foster students' personal well-being.

Current state of research on the topic. Over recent decades, self-confidence, positive self-attitude, assertiveness, life satisfaction, subjective well-being, and quality of life have received extensive coverage in psychological science. The theoretical foundations for their study are presented in the works of A. Maslow, A. Bandura, M. Seligman, M. Csíkszentmihályi, A. Carr, N. Branden, W. James, G. Mead, and others, who established the significance of self-efficacy, self-esteem, self-attitude, personal resources, and self-actualization for psychological functioning and personal well-being.

Self-confidence has been examined in relation to self-efficacy, motivation, academic and occupational achievement, emotion regulation, and adaptation (A. Bandura, R. Baumeister, L. Stankov, J. Lee, C. Arslan, E. Hamarta, U. Orth, and others). Positive self-attitude and assertiveness are treated as resources supporting self-acceptance, autonomy, and constructive social interaction. Research on life satisfaction, subjective well-being, and quality of life has developed considerably (E. Diener, S. Lyubomirsky, R. Veenhoven, W. Pavot, R. Emmons, F. Cheung, and others).

Within the Moldovan and Romanian research context, various aspects of self-confidence, self-attitude, and assertiveness are addressed in the works of S. Rusnac, O. Paladi, J. Racu, Iu. Racu, V. Botnari, M. Ianioglo, E. Losii, M. Dița, V. Robu, and others. Issues of subjective well-being, life satisfaction, and quality of life are examined in the studies of S. Rusnac, I. Iurchevici, V. Robu, N. Musienko, S. Tolstaia, I. Triboi, M. Tufeanu, R. Șunea, and others.

¹ DIENER, E. Subjective well-being: The science of happiness and a proposal for a national index. In: *American Psychologist*, 2000, nr. 55(1), pp. 34-43. ISSN 1935-990X

² SELIGMAN, M., CSIKSZENTMIHALYI, M. An Introduction to Positive Psychology. In: *American Psychologist*, 2000, vol. 55, nr. 1, pp. 5-14. ISSN: 0003-066X.

³ ARGYLE, M. The psychology of happiness. New York: Routledge, 2001. 288 p. ISBN: 0415226651.

⁴ DITTMAR, H., BOND, R., HURST, M., & KASSER, T. (2014). The relationship between materialism and personal well-being: A meta-analysis. In: *Journal of Personality and Social Psychology*, 2014, 107(5), pp. 879-924. ISSN 0022-3514

⁵ GASPER, D. *Human well-being: concepts and conceptualizations*. WIDER Discussion Paper, No. 2004/06, ISBN 9291906085, The United Nations University World Institute for Development Economics Research (UNU-WIDER), Helsinki, 2004.

⁶ PACESOVA, P., SMELA, P., STANISLAV KRACEK, S. Personal well-being as part of the quality of life: Is there a difference in the personal well-being of women and men with higher level of anxiety trait regarding theirsport activity? In: *Physical Activity Review*, 2019, 7, pp.201-208. e-ISSN 2300-5076. doi: 10.16926/par.2019.07.24

Despite the substantial body of research devoted to individual aspects of well-being, their interrelations in the context of students' personal well-being remain insufficiently studied. The scientific literature has yet to produce an integrated account of how self-confidence, positive self-attitude, assertiveness, and life satisfaction relate to students' subjective well-being and quality of life. The predictive significance of these psychological characteristics has likewise received limited attention, which establishes the need for their comprehensive theoretical and empirical analysis within a single conceptual model.

Accordingly, the research problem is formulated as follows: what is the nature of the interrelations among positive self-attitude, self-confidence, assertiveness, life satisfaction, subjective well-being, and quality of life within the structure of students' personal well-being; what role do the psychological resources under investigation play in accounting for its indicators; and how may the identified patterns be used to develop and validate a psychological intervention aimed at fostering students' personal well-being?

The aim of the research is to examine the relationships among self-confidence, assertiveness, positive self-attitude, life satisfaction, subjective well-being, and quality of life in students, to determine the contribution of these characteristics to personal well-being, and to evaluate the effectiveness of the author-developed transformational psychological game *Lóngfèng* as an intervention aimed at enhancing the psychological characteristics under study and improving students' subjective well-being and quality of life.

On the basis of the research problem and aim, the following **research objectives** were formulated.

1. To conduct a theoretical analysis of contemporary conceptions of self-confidence, positive self-attitude, and life satisfaction in students; to substantiate the role of subjective well-being and quality of life in elucidating the content of personal well-being; and to develop a structure of students' personal well-being that integrates the psychological variables under investigation into a single conceptual model.
2. To investigate empirically the manifestations of self-confidence, assertiveness, positive self-attitude, life satisfaction, subjective well-being, and quality of life in students, and to identify differences in these psychological characteristics as a function of socio-demographic and educational factors.
3. To examine the relationships among self-confidence, assertiveness, positive self-attitude, life satisfaction, subjective well-being, and quality of life; to determine the predictive significance of the psychological characteristics under investigation within the structure of students' personal well-being; and to construct an empirical model of the relationships among the psychological variables under study.
4. To develop and validate the author-developed transformational psychological game *Lóngfèng* as a psychological intervention aimed at fostering students' self-confidence, assertiveness, positive self-attitude, and life satisfaction; to evaluate the effectiveness of the intervention through an analysis of changes in subjective well-being and quality of life as integral manifestations of students' personal well-being; and to formulate practical recommendations for implementing the research findings within student psychological support services.

Principal research hypothesis. It is assumed that self-confidence, assertiveness, positive self-attitude, and life satisfaction constitute an interrelated system of psychological characteristics underlying students' personal well-being, which is empirically manifested through indicators of subjective well-being and quality of life. It is further assumed that the author-developed transformational psychological game *Lóngfèng*, employed as a psychological intervention, will foster students' self-confidence, assertiveness, positive self-attitude, and life satisfaction, and that this will be reflected in favorable changes in subjective well-being and quality of life.

Overview of the methodology and rationale for the selected research methods. The theoretical and methodological foundations of the research comprised E. Diener's conception of subjective well-being; A. Bandura's social-cognitive theory of self-efficacy; theoretical approaches to self-attitude and self-acceptance, including S. R. Panteleev's conception of self-attitude; the behavioral approach to assertiveness developed by A. Salter and S. Rathus; and contemporary views of quality of life as a multidimensional subjective evaluation of a person's physical, psychological, and social functioning, which underpin the WHOQOL instrument. The integration of these approaches provided the basis for the author's

conceptualization of students' personal well-being, for determining the status of the variables under investigation, for formulating the hypotheses, and for selecting the psychodiagnostic instruments.

The following instruments were employed for a comprehensive assessment of the psychological characteristics under investigation: the Self-Confidence Questionnaire by B. Davenport's; the Rathus Assertiveness Schedule; S. Rusnac's author-developed Subjective Well-Being Test; S. R. Pantileev's Self-Attitude Inventory; the Satisfaction with Life Scale developed by E. Diener, R. A. Emmons, R. J. Larsen, and S. Griffin, adapted by D. A. Leontiev and E. N. Osin; and the WHO Quality of Life Questionnaire (WHOQOL-BREF).

The research employed a combination of theoretical, empirical, and statistical methods. The theoretical methods included the analysis, systematization, and synthesis of the scientific literature. The empirical study drew on interviews, observation, psychodiagnostic testing, and a formative experiment using the author-developed transformational psychological game *Lóngfèng*. The resulting data were processed using methods of mathematical statistics.

Summary of the chapters of the dissertation. The dissertation comprises an introduction, three chapters, general conclusions and recommendations, a bibliography (415 sources), and five appendices. The main text runs to 158 pages and contains 10 tables and 33 figures.

II. CONTENT OF THE DOCTORAL DISSERTATION

The **Introduction** substantiates the relevance and importance of the problem under investigation, characterizes the current state of research on it, and formulates the research problem, aim, objectives, and principal hypothesis. It presents the theoretical and methodological foundations of the research, provides the rationale for the selection of psychodiagnostic instruments and research methods, and sets out the overall logic governing the organization of the theoretical and empirical stages of the work.

Chapter One (**"Theoretical premises for the study of students' self-confidence, self-attitude, and life satisfaction in the context of personal well-being"**) presents a theoretical analysis of self-confidence, self-attitude, and life satisfaction, and examines their content, structure, and functional interrelations. The chapter considers the role of self-confidence in students' academic success, adaptation, and personal well-being, and analyzes life satisfaction as the cognitive-evaluative component of subjective well-being and as a factor in personal development. Drawing on a synthesis of theoretical and empirical research, the chapter substantiates the relationships of self-confidence, positive self-attitude, and life satisfaction with indicators of students' personal well-being and establishes the theoretical grounds for their subsequent empirical operationalization.

Section 1.1. **"Structural and functional aspects of students' self-confidence and self-attitude in the context of their personal well-being"** examines the contemporary conceptions of well-being that form the theoretical basis of the research. It analyzes C. Ryff's model of psychological well-being⁷, E. Diener's conception of subjective well-being⁸, and the eudaimonic approach represented in the works of E. Deci, R. Ryan, and M. Seligman^{9, 10}. It is shown that, despite differences in their theoretical foundations, these approaches converge in construing well-being as a multidimensional phenomenon associated with positive personal functioning, attitudes toward oneself and others, self-realization, and the subjective evaluation of one's own life. These propositions make it possible to examine personal psychological resources within the framework of the author's model of students' personal well-being.

Particular attention is given to self-confidence and self-attitude as interrelated psychological resources that bear on self-perception, the appraisal of one's own capabilities, decision-making, and interaction with others. Self-confidence is considered in the context of the development of the self-concept.

⁷ RYFF, C. D. Happiness is everything, or is it? Explorations on the meaning of psychological well-being. In: Journal of Personality and Social Psychology, 1989, 57(6), pp. 1069-1081. ISSN 1939-1315.

⁸ DIENER, E. Subjective well-being: The science of happiness and a proposal for a national index. In: American Psychologist, 2000, nr. 55(1), pp. 34-43. ISSN 1935-990X.

⁹ DECI, E. L., RYAN, R. M. Hedonia, eudaimonia, and well-being: An introduction. In: Journal of Happiness Studies, 2008, nr. 9(1), pp. 1-11. ISSN 1573-7780.

¹⁰ SELIGMAN, M. Flourish: A visionary new understanding of happiness and well-being. New York: Free Press, 2011. 368 p. ISBN 978-1439-190-76-0.

Drawing on the propositions advanced by W. James and G. H. Mead¹¹, the section elucidates the role of individual experience and social interaction in the formation of a person's self-representations. It is shown that the self-concept underlies the formation of self-esteem and self-attitude. Self-esteem is treated here as the cognitive-evaluative component of the self-concept, whereas self-attitude reflects the person's emotional-evaluative relation to their own self¹². During the student years, the self-concept retains considerable plasticity owing to the ongoing processes of identity formation and personal and professional self-determination.

The section analyzes the concept of self-confidence and its relation to adjacent psychological constructs. A synthesis of existing approaches indicates the absence of a unified interpretation of this phenomenon. Self-confidence is examined in relation to self-efficacy, self-esteem, outcome expectancies, decision-making capacity, emotional stability, and personal autonomy. In A. Bandura's theory¹³, a person's belief in their own capabilities is treated as an essential mechanism of motivation, self-regulation, and goal attainment. An analysis of contemporary research makes it possible to construe self-confidence more broadly, as a psychological resource serving motivational, regulatory, and adaptive functions.

A separate distinction is drawn between self-confidence, self-efficacy, self-esteem, self-attitude, and assertiveness. It is emphasized that the proximity of these phenomena does not warrant treating them as equivalent. In the present research, self-confidence is defined primarily as a cognitive psychological resource reflecting a person's belief in their own capabilities and their readiness to rely on these capabilities in decision-making and goal attainment^{14, 15}. Assertiveness is treated as an independent behavioral resource manifested in the capacity to express and defend one's own position confidently and constructively in social interaction^{16, 17}. Self-attitude characterizes the person's emotional-evaluative relation to the self.

This analysis clarifies the place of these characteristics within the author's model. Self-confidence, positive self-attitude, and assertiveness are treated as interrelated personal psychological resources whose relationships with life satisfaction, subjective well-being, and quality of life are subject to subsequent empirical testing. On this basis, the analysis moves from a review of existing theoretical approaches to the operationalization of the constructs under investigation and their further examination within the author's model of students' personal well-being.

In Section 1.2. ***"Self-confidence as a factor in students' academic success, adaptation, and personal well-being"***, self-confidence is examined as a significant psychological resource associated with educational activity, social adaptation, and students' subjective appraisal of their own capabilities.

During the student years, a period characterized by intensive personal and professional development, higher self-confidence may promote active engagement in learning, readiness to overcome difficulties, and constructive interaction with others. Research indicates its negative association with stress, loneliness, and depressive experiences¹⁸, whereas insufficient confidence is associated with reduced

¹¹ Apud RUSNAC, S. Preocupări contemporane ale psihologiei sociale. Chișinău: F.E.-P. „Tipografia centrală”, 2007. 264 p. ISBN 978-9975-78-566-2.

¹² ЗАКАМСКАЯ, Н. Самоотношение и рефлексивность российских и иностранных студентов. In: Лучшая исследовательская статья. 2021, с. 76-81.

¹³ BANDURA, A. Self-efficacy: Toward a unifying theory of behavioral change. In: Psychological Review, 1977, nr. 84, pp. 191-215. ISSN 0033-295X.

¹⁴ BANDURA, A. Self-efficacy: The exercise of control. New York: Freeman, 1997. 604 p. ISBN 978-0-7167-2850-4.

¹⁵ STANKOV, L., LEE, J., LUO, W., HOGAN, D. Confidence: A better predictor of academic achievement than self-efficacy, self-concept and anxiety. In: Learning and Individual Differences, 2012, nr. 22(6), pp. 747-758. ISSN 1041-6080.

¹⁶ SALTER, A. Conditioned reflex therapy: The classic book on assertiveness that began behavior therapy. Gretna, LA: Wellness Institute, 2002. 249 p. ISBN 9781786783431.

¹⁷ NEVID, J., RATHUS, S. Multivariate and normative data pertaining to the RAS with the college population. In: Behavior Therapy. 1978, nr. 9. ISSN 0005-7894.

¹⁸ РОЩУПКИНА, Д. Уверенность в себе и самооценка современных студентов. In: Вопросы науки и образования: Теоретические и практические аспекты. 2019, nr. 1, pp. 402-411.

academic and social engagement and a less favorable subjective evaluation of quality of life^{19, 20}. Particular attention is given to distinguishing self-confidence from closely related psychological constructs. Self-efficacy characterizes a person's belief in their capacity to successfully perform the actions required to attain a specific goal, and self-esteem reflects the subjective evaluation of one's own worth, whereas self-confidence is treated as a more generalized belief in one's own capabilities and a readiness to rely on them across a range of life situations. A synthesis of the approaches of S. McElmeel²¹, N. Ghuftron and R. Risnawita²², and M. Reddy²³ makes it possible to elucidate the content of self-confidence through the belief in one's capacity to achieve success, to address life tasks effectively, and to appraise one's own capabilities realistically.

One significant line of research concerns the role of confidence in students' academic functioning. M. Komarraju and D. Nadler²⁴ established a relationship between academic self-efficacy and achievement, goals, and effort regulation, whereas L. Stankov, J. Lee, W. Luo, and D. Hogan²⁵ demonstrated the high predictive significance of confidence for academic achievement. These findings confirm the need to distinguish general self-confidence, academic confidence, and self-efficacy. According to A. Bandura²⁶, the belief in one's own capabilities is associated with the choice of behavioral strategies, persistence in overcoming difficulties, and the attainment of set goals.

No less significant is the role of self-confidence in social adaptation²⁷. During university study, the system of social contacts expands, new roles are assumed, and personal autonomy increases. The development of communication skills is associated with a more positive self-perception, confidence in one's own capabilities, and effective interpersonal interaction²⁸. In this context, assertiveness is treated as an independent behavioral characteristic, closely related to confidence, that is manifested in the capacity to express and defend one's own position openly while maintaining respect for others²⁹.

This analysis supports the conclusion that self-confidence is associated with academic activity, social adaptation, interpersonal interaction, and the subjective appraisal of one's own capabilities, but that it cannot be regarded as the sole factor in psychological well-being. Its significance emerges in interaction with other personal characteristics. Accordingly, in the present research self-confidence is defined primarily as a cognitive psychological resource reflecting a person's belief in their own capabilities and their readiness to rely on these capabilities in decision-making and goal attainment. Within the author's model of personal well-being it is treated, alongside positive self-attitude and assertiveness, as a psychological resource whose relationships with life satisfaction, subjective well-being, and quality of life are subject to subsequent empirical testing.

¹⁹ PALADI, O., CUCONAȘU, M. Încrederea în sine, anxietatea și responsabilitatea la adolescenți. In: Psihologie, revista științifico-practică, 2016, nr. 3-4, pp. 3-12. ISSN 1857-2502.

²⁰ IANIOGLO, M. Stabilirea premiselor competenței de comunicare asertivă la studenții din mediul academic multietnic. In: Psihologie. Pedagogie Specială. Asistență Socială, 2013, nr. 31, pp. 17-27. ISSN 1857-0224.

²¹ McELMEEL, S. Character Education: A book guide for teachers, librarians, and parents. Libraries Unlimited, 2002. 228 p. ISBN 978-1563088841.

²² GHUFRON, N., RISNAWITA, R. Teori-teori psikologi. Ar-Ruz Media Group, Jogjakarta, 2017. 204 p. ISBN 978-9792547095.

²³ REDDY, M. A study of self-confidence in relation to achievement motivation of Doctorate in education students. In: J. Global Journal for Research Analysis, 2014, nr. 8(3), pp. 56-58. ISSN 2277-8160.

²⁴ KOMARRAJU, M., NADLER, D. Self-efficacy and academic achievement: Why do implicit beliefs, goals, and effort regulation matter? In: Learning and Individual Differences, 2013, nr. 25, pp. 67-72. ISSN 1041-6080.

²⁵ STANKOV, L., LEE, J., LUO, W., HOGAN, D. Confidence: A better predictor of academic achievement than self-efficacy, self-concept and anxiety. In: Learning and Individual Differences, 2012, nr. 22(6), pp. 747-758. ISSN 1041-6080.

²⁶ BANDURA, A. Op. cit., 1997, p. 22.

²⁷ La GRECA, A., LOPEZ, N. Social anxiety among adolescents: Linkages with peer relations and friendships. In: Journal of Abnormal Child Psychology, 1998, nr. 26(2), pp. 83-94. ISSN 1573-2835.

²⁸ RIGGIO, R. E., THROCKMORTON, B., DePAOLA, S. Social skills and self-esteem. In: Personality and Individual Differences, 1990, nr. 11(8), pp. 799-804. ISSN 0191-8869.

²⁹ BOUVARD, M., ARRINDELL, W., GUERIN, J., et al. Psychometric appraisal of the Scale for Interpersonal Behavior (SIB) in France. In: Behaviour Research and Therapy, 1999, nr. 37(8), pp. 741-762. ISSN 1873-622X.

In Section 1.3. ***“Life satisfaction as the cognitive-evaluative component of subjective well-being and a factor in students’ personal development”***, life satisfaction is examined as a person’s generalized cognitive evaluation of their own life, based on a comparison of life experience, attained outcomes, current circumstances, and individual expectations. During the student years this indicator acquires particular significance, since it reflects the subjective evaluation of educational experience, interpersonal relationships, personal achievements, and prospects for personal and professional development.

The analysis rests on the conception of subjective well-being^{30, 31}, according to which subjective well-being comprises interrelated affective and cognitive components, represented by a predominance of positive emotions, a relatively low level of negative emotions, and life satisfaction as an integral cognitive evaluation of one’s own life. Unlike more variable emotional states, life satisfaction constitutes a relatively stable evaluation of the correspondence between a person’s life expectations and their actual experience. The further development of this approach in the work of E. Diener, S. Oishi, and R. Lucas³² confirms the significance of life satisfaction as one of the principal cognitive components of subjective well-being.

It is shown that life satisfaction takes shape through the interaction of objective conditions and subjective factors and does not constitute an immutable personal characteristic. Its level is associated with life expectations, the features of interpersonal relationships, and the subjective appraisal of life circumstances^{33, 34}. High life satisfaction is associated with more favorable psychological functioning, resilience in the face of life changes, and positive social relationships, whereas its decline is associated with a risk of psychological maladjustment and emotional distress. During the student years, particular significance attaches to the character of social relationships and the nature of life demands, which may be reflected in adaptation and in the subjective evaluation of one’s own life^{35, 36}.

A separate line of analysis concerns the relationship between life satisfaction and academic functioning. Research indicates that a higher level of life satisfaction is associated with less pronounced psychological and academic stress, positive educational expectations, self-efficacy, and more successful adaptation to the university environment. At the same time, the findings of C. Proctor, P. Linley, and J. Maltby³⁷ indicate that the relationship between life satisfaction and academic achievement is complex in character. A high level of satisfaction is accompanied by a more favorable attitude toward learning and greater academic self-efficacy, yet it is not necessarily associated with higher indicators of academic performance. Life satisfaction may therefore be regarded as a significant characteristic of academic functioning whose relationship with educational outcomes requires differentiated analysis.

An important place is occupied by the distinction among life satisfaction, happiness, subjective well-being, and quality of life. Life satisfaction reflects a global cognitive evaluation of one’s own life, whereas happiness is more closely associated with the emotional dimension of well-being and is treated as

³⁰ DIENER, E. Subjective well-being: The science of happiness and a proposal for a national index. In: American Psychologist, 2000, nr. 55(1), pp. 34-43. ISSN 1935-990X.

³¹ DIENER, E., DIENER, M. The science of well-being: The collected works of Ed Diener. Springer, 2009. 284 p. ISBN 978-9048-1234-9-0.

³² DIENER, E., OISHI, S., LUCAS, R. Personality, culture, and subjective well-being: emotional and cognitive evaluations of life. In: Annual Review of Psychology, 2003, nr. 54(1), pp. 403-425. ISSN 0066-4308.

³³ FRISCH, M., CORNELL, J., VILLANUEVA, M., RETZLAFF, P. Clinical Validation of the Quality of Life Inventory: A Measure of Life Satisfaction for Use in Treatment Planning and Outcome Assessment. In: Psychological Assessment, 1992, nr. 4(1), pp. 92-101. ISSN 1040-3590.

³⁴ BAILEY, T. C., SNYDER, C. R. Satisfaction with Life and Hope: A Look at Age and Marital Status. In: The Psychological Record [online]. 2007, nr. 57(2), 233-240. ISSN 2163-3452.

³⁵ BAILEY, R., MILLER, C. Life Satisfaction and Life Demands in College Students. In: Social Behavior and Personality, 1998, nr. 26(1), 51-56. ISSN 1179-6391.

³⁶ HELLER, D., WATSON, D., HIES, R. The Role of Person Versus Situation in Life Satisfaction: A Critical Examination. In: Psychological Bulletin, 2004, nr. 130(4), 574-600. ISSN 0033-2909.

³⁷ PROCTOR, C., LINLEY, P. A., MALTBY, J. Very happy youths: Benefits of very high life satisfaction among adolescents. In: Social Indicators Research [online]. 2010, nr. 98(3), pp. 519-532. ISSN 1573-0921.

an independent category, albeit one closely related to other positive personal characteristics³⁸. Life satisfaction is also closely related to quality of life without being identical to it³⁹. Quality of life constitutes a broader construct that encompasses the subjective evaluation of various domains of a person's functioning. This distinction is consistent with contemporary integrative views of well-being, in particular with the position of C. Keyes, according to which well-being is not reducible to the absence of psychological disturbance but presupposes positive personal functioning and development⁴⁰.

This analysis makes it possible to construe life satisfaction as the cognitive-evaluative component of subjective well-being, reflecting the degree of correspondence between a person's life expectations, values, and goals and their actual life experience. In the author's model of students' personal well-being, life satisfaction simultaneously serves as one of its empirical indicators. It is examined in relation to self-confidence, positive self-attitude, and assertiveness as personal psychological resources, and to subjective well-being and quality of life. The nature of these relationships is subject to subsequent empirical testing.

Section 1.4. ***"Students' self-confidence, self-attitude, and life satisfaction as factors in personal well-being"*** synthesizes the theoretical propositions concerning the relationships among the psychological characteristics under investigation and provides the rationale for a preliminary conceptual model of these relationships. The period of university study is treated as a significant stage of personal development, accompanied by changes in living conditions, expanded autonomy, the need to adapt to the educational and social environment, and increasing demands on the person's psychological resources.

Life satisfaction is treated as the cognitive component of subjective well-being, reflecting a person's holistic evaluation of their own life^{41, 42}. During the student years it is associated with the perception of study conditions, the features of adaptation to the university environment, and individual psychological characteristics. Separate attention is given to a person's attitude toward the self. Research⁴³ demonstrates a relationship between self-esteem and life satisfaction, subjective well-being, and social support, which supports taking characteristics of self-attitude into account when analyzing students' personal well-being.

An important place within this system is occupied by positive self-attitude, which is associated with the acceptance of one's own personality and a sense of one's own worth. In M. Rosenberg's classic conception⁴⁴, self-esteem is examined through the person's relation to their own significance and worth. These propositions make it possible to treat a positive attitude toward the self as an important personal resource associated with the perception of one's own capabilities and life situation. Self-confidence, in turn, bears on how students perceive the difficulties they encounter, make decisions, and cope with the demands of academic and everyday life. Self-confidence, positive self-attitude, and life satisfaction are treated as distinct but interrelated characteristics of personal psychological functioning.

Separate attention is given to the conditions of student life as the context in which these psychological resources are manifested. Academic stressors, the need to adapt to changing conditions of

³⁸ LYUBOMIRSKY, S., TKACH, C., DIMATTEO, M. R. What are the difference between happiness and self-esteem? In: Social Indicators Research, 2006, nr. 78(3), pp. 363-404. ISSN 1573-0921.

³⁹ FRISCH, M., CORNELL, J., VILLANUEVA, M., RETZLAFF, P. Op. cit., 1992, p. 97.

⁴⁰ KEYES, C. L. The mental health continuum: from languishing to flourishing in life. In: Journal of Health and Social Behavior. 2002, nr. 43(2), pp. 207-222. ISSN 0022-1465.

⁴¹ PAVOT, W., DIENER, E. The satisfaction with life scale and the emerging construct of life satisfaction. In: The Journal of Positive Psychology, 2008, nr. 3(2), pp. 137-152. ISSN 1743-9760.

⁴² PAVOT, W., DIENER, E. Review of the satisfaction with life scale. In: Psychological Assessment [online]. 1993, nr. 5(2), pp. 164-172. ISSN 1040-3590.

⁴³ KONG, F., ZHAO, J., YOU, X. Self-esteem as mediator and moderator of the relationship between social support and subjective well-being among Chinese university students. In: Social Indicators Research, 2013, nr. 112(1), 151-161. ISSN 1573-0921.

⁴⁴ ROSENBERG, M. Society and the adolescent: Self-image. Princeton: Princeton University Press, 1965, p. 340. ISBN 978-0691-6494-4-3.

study, and increasing autonomy place additional demands on students' adaptive capacities^{45, 46}. At the same time, the period of university study creates conditions for the development of autonomy, social competencies, and modes of self-regulation. Higher life satisfaction is associated with the quality of family and interpersonal relationships, social integration, and academic success^{47, 48}.

A substantial place is occupied by an analysis of research by Moldovan and Romanian authors. Assertiveness and assertive communication are presented as significant components of social and communicative competence, associated with constructive interaction and successful social adaptation⁴⁹. The works of S. Rusnac and L. Doroș, O. Paladi and M. Cuconașu, I. Iurchevici, J. Racu and Iu. Racu, and V. Robu address issues of self-confidence, self-esteem, and self-acceptance in the context of social adaptation, emotional stability, and personal psychological well-being^{50, 51, 52, 53, 54, 55}. In the studies of S. Tolstaia^{56, 57}, subjective well-being is examined in relation to self-actualization, inner equilibrium, autonomy, and personal growth. The works of S. Rusnac^{58, 59}, devoted to the psychological well-being of university teaching staff, emphasize its association with adaptation, stress resilience, and the quality of interpersonal relationships. I. Triboi⁶⁰ elucidates students' psychological well-being through competence, positive interpersonal relationships, autonomy, self-acceptance, the presence of life goals, and personal growth.

In the national literature, quality of life is examined in relation to health status, social competencies, lifestyle, and personal psychological functioning. A. Glavan⁶¹ emphasizes the significance of health and a healthy lifestyle for the quality of life of young people. In a more recent study, M. T. Maiorescu and A.

⁴⁵ MISRA, R., CASTILLO, L. Academic Stress Among College Students: Comparison of American and International Students. In: International Journal of Stress Management, 2004, nr. 11(2), pp. 132-148. ISSN 1072-5245.

⁴⁶ CHAO, R. C. L. Managing perceived stress among college students: The roles of social support and dysfunctional coping. In: Journal of College Counseling [online]. 2012, nr. 15(1), pp. 5-21. ISSN 2161-1882.

⁴⁷ CHOW, H. P. Life satisfaction among university students in a Canadian prairie city: a multivariate analysis. In: Social Indicators Research, 2005, nr. 70, pp. 139-150. ISSN 1573-0921.

⁴⁸ COUTINHO, S., WOOLERY, L. The Need for Cognition and Life Satisfaction Among College Students. In: College Student Journal, 2004, nr. 38(2), pp. 203-206. ISSN 0146-3934.

⁴⁹ IANIOGLO, M. Competența de comunicare asertivă – condiție importantă a relaționării și comunicării eficiente. In: Univers Pedagogic, 2013, nr. 2(38), pp. 13-20. ISSN 1811-5470.

⁵⁰ RUSNAC, S., DOROȘ, L. Particularitățile adaptării psihosociale a adolescenților în condițiile învățării în colegiu. In: Psihologia, revista științifico-practică, 2009, nr. 4, pp. 20-28. ISSN 1857-2502.

⁵¹ PALADI, O., CUCONAȘU, M. Încrederea în sine, anxietatea și responsabilitatea la adolescenți. In: Psihologie, revista științifico-practică, 2016, nr. 3-4, pp. 3-12. ISSN 1857-2502.

⁵² IURCHEVICI, I. Stima de sine – dimensiunea fundamentală a personalității. In: Analele Științifice ale Universității de Stat "Bogdan Petriceicu Hasdeu" din Cahul, 2011, nr. 7, pp. 10-14. ISSN 1875-2170.

⁵³ RACU, J., RACU, Iu. Studiul încrederii în sine la adolescenți. In: Studia Universitatis Moldaviae, 2018, nr. 9(119), pp. 259-263. ISSN 1857-2103.

⁵⁴ PAKY, Ж. Взаимосвязь самооценки и чувства одиночества в подростковом возрасте. In: Psihologie. Pedagogie Specială. Asistență Socială, 2018, nr. 3(52), pp. 87-96. ISSN 1857-0224.

⁵⁵ ROBU, V. Evaluarea stimei de sine în rândul adolescenților. Proprietăți psihometrice pentru Scala Rosenberg. In: Psihologie, revista științifico-practică, 2013, nr. 2, pp. 3-13. ISSN 1857-2502.

⁵⁶ ТОЛСТАЯ, С. Роль субъективного благополучия в процессе самоактуализации работающих женщин. In: Studia Universitatis Moldaviae, 2010, nr. 5(35), pp. 207-211. ISSN 1857-2103.

⁵⁷ ТОЛСТАЯ, С. Субъективное благополучие как фактор самоактуализации домохозяек среднего возраста. In: Studia Universitatis Moldaviae, 2008, nr. 9(19), pp. 204-207. ISSN 1857-2103.

⁵⁸ RUSNAC, S. Cercetarea stării de bine psihologic: metodologie și rezultate. In: Psihologia socială în secolul XXI: provocări, tendințe, perspective, 4-5 mai 2017, Chișinău. Chișinău, 2017, pp. 101-115. ISBN 978-9975-3168-4-2.

⁵⁹ RUSNAC, S. Condiții profesionale pentru realizarea stării de bine psihologic: abordare teoretico-conceptuală și experimentală. In: Prolegomene din istoria psihologiei în Republica Moldova, 4 mai 2018, Iași, România. Iași, 2018, pp. 89-106. ISBN 978-973-8483-84-2.

⁶⁰ TRIBOI, I. Structura bunăstării psihologice la studenți. In: Studia Universitatis Moldaviae, 2017, nr. 5(105), pp. 149-152. ISSN 1857-2103.

⁶¹ GLAVAN, A. Calitatea vieții tinerilor din perspectiva sănătății. In: Univers Pedagogic, 2017, nr. 1(53), pp. 89-92. ISSN 1811-5470.

Glavan⁶² analyze the quality of life of young people with a chronic illness in the context of emotional, personal, and interpersonal difficulties and the need for psychological support. The relationship between the subjective evaluation of quality of life and social competencies and lifestyle characteristics is also addressed in the studies of N. Musienko⁶³ and R. Șunea⁶⁴.

A synthesis of the results of the theoretical analysis made it possible to identify six variables of substantial significance for understanding students' personal well-being, which were selected for subsequent empirical study: positive self-attitude, self-confidence, assertiveness, life satisfaction, subjective well-being, and quality of life. On this basis, a preliminary conceptual model of the relationships among the psychological variables under investigation was developed (Figure 1). Within the model, positive self-attitude, self-confidence, and assertiveness are treated as interrelated personal psychological resources. Life satisfaction serves as the cognitive-evaluative component of subjective well-being and, at the same time, as one of the empirical indicators of students' personal well-being. Subjective well-being and quality of life are treated as related but non-identical indicators characterizing different facets of students' personal well-being.

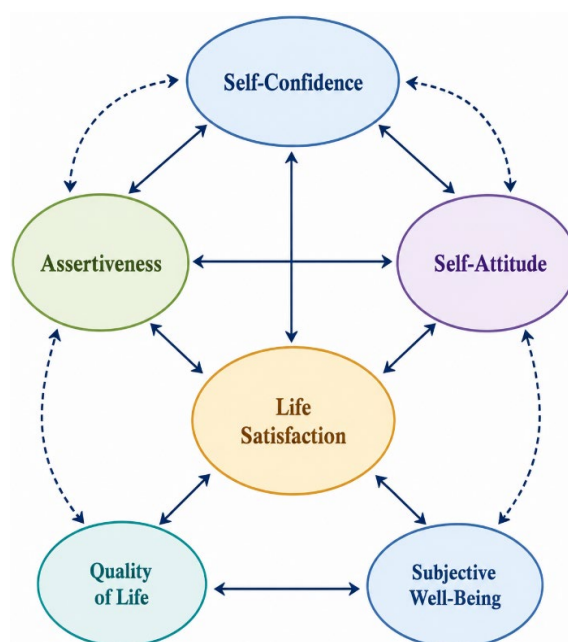


Figure 1. Conceptual model of the relationships among the psychological variables under investigation

The proposed model is preliminary in character and is subject to subsequent empirical testing. It represents the psychological variables most consistently addressed in the scientific literature, defines their functional status, and establishes the logic of their subsequent operationalization. Within the model, all the characteristics under investigation are examined in their interrelations, the nature of which is tested in the empirical part of the research.

Chapter One concludes with a set of conclusions that synthesize the results of the theoretical analysis and substantiate the existence of relationships among self-confidence, positive self-attitude, assertiveness, life satisfaction, subjective well-being, and quality of life in the context of students' personal well-being. It is noted that their joint manifestation and interrelations in student samples remain insufficiently studied. On this basis, the research problem is formulated, the methodological foundations of

⁶² MAIORESCU, M. T., GLAVAN, A. Psychological and social aspects of the life of young people diagnosed with diabetes. In: Studia Universitatis Moldaviae. Seria Științe ale Educației, 2024, nr. 5(175), pp. 194-200. ISSN 1857-2103.

⁶³ MUSIENCO, N. Interdependența dintre evaluarea subiectivă a calității vieții și competențele sociale. In: The contemporary issues of the socio-humanistic sciences, ed. 9, 6-7 decembrie 2018, Chișinău. Chișinău, 2018, pp. 60-68. ISBN 978-9975-3277-5-6.

⁶⁴ ȘUNEA, R. Calitatea vieții și stilul de viață al studenților contemporani. In: Știința Culturii Fizice, 2021, nr. 38(2), pp. 26-31. ISSN 1857-4114.

the empirical part are established, and a preliminary conceptual model of the relationships among the variables under investigation is developed, to be subsequently tested and refined empirically.

Chapter Two (“**Empirical study of the psychological predictors of personal well-being**”) presents the methodology and organization of the empirical study, the results concerning the psychological characteristics under investigation, their variation as a function of socio-demographic and educational indicators, and the nature of their interrelations and predictive role within the structure of students’ personal well-being. The findings are used to test the propositions of the preliminary conceptual model empirically and to develop the author’s empirical model of the relationships among the psychological characteristics under investigation.

Section 2.1. “*Methodological foundations of the experimental study, methods, and instruments*” presents the organization of the empirical study, which was designed to provide a comprehensive examination of students’ self-confidence, positive self-attitude, assertiveness, life satisfaction, subjective well-being, and quality of life, to identify the nature of their interrelations, and to determine the role of the psychological characteristics under investigation within the author’s model of students’ personal well-being.

The experimental work was organized in three interrelated stages. During the methodological stage (2019–2020), the research conception and program were developed, the methodological approaches were determined, the psychodiagnostic instruments were selected, and the sample was assembled with regard to participants’ socio-demographic and educational characteristics. The ascertaining stage (2021–2022) involved examining the levels of the psychological characteristics under investigation, analyzing the relationships among them, and identifying their variation as a function of students’ socio-demographic and educational characteristics. On the basis of the results of a comprehensive statistical analysis, the author’s model of students’ personal well-being was empirically substantiated and a socio-psychological profile of students with a high level of personal well-being was developed. During the formative and control stage (2022–2024), the author-developed transformational game *Lóngfèng* was designed and validated, a formative experiment was conducted with an experimental and a control group, follow-up assessment was carried out, and the effectiveness of the psychological intervention was evaluated statistically.

The ascertaining study involved 315 students aged 18–25 from public and private higher education institutions in Chişinău. A purposive sample was assembled with regard to students’ socio-demographic and educational characteristics. Sampling took into account type of institution, gender, age, place of residence, level of economic well-being, year of study, and field of study. The inclusion criteria were enrollment in a higher education institution at the time of the study, age within the specified range, and voluntary consent to participate. Questionnaires with substantial missing responses were not included in the final database.

Table 1. Socio-demographic and educational characteristics of the ascertaining-experiment sample

Criterion	Category	n	%
Type of institution	Public	150	47.6
	Private	165	52.4
Gender composition	Men	110	34.9
	Women	205	65.1
Background	Rural	119	37.8
	Urban	196	62.2
Level of economic well-being	Low	53	16.8
	Medium	226	71.7
	High	36	11.4
Year of study	First	99	31.4
	Second	112	35.6
	Third	104	33.0

The sample comprised students from public and private institutions in the humanities, engineering, and economics. Type of institution, gender, place of residence, level of economic well-being, and year of study were taken into account in the comparative analysis of the psychological characteristics under investigation. The fields of study ensured the educational diversity of the sample; the principal analysis,

however, was conducted on the combined sample, since the research was oriented toward identifying general psychological patterns of students' personal well-being.

The following instruments were used for comprehensive assessment: the Self-Confidence Questionnaire by B. Davenport ($\alpha = .780$), the Rathus Assertiveness Schedule ($\alpha = .714$), the Multidimensional Self-Attitude Inventory by S. R. Pantelev ($\alpha = .770$), the Satisfaction with Life Scale (SWLS) by E. Diener et al. in the adaptation of D. A. Leontiev and E. N. Osin ($\alpha = .75$), the Subjective Well-Being measure by S. Rusnac ($\alpha = .911$), and the WHOQOL-BREF ($\alpha = .863$). The obtained internal-consistency coefficients confirm the adequate to high reliability of the instruments employed.

Two instruments were adapted for the Russian-speaking student population of the Republic of Moldova: the Self-Confidence Questionnaire by B. Davenport and the Subjective Well-Being measure by S. Rusnac. The procedure comprised forward translation, back-translation by independent translators, expert review, pilot testing, and subsequent psychometric evaluation. The convergent validity of the Self-Confidence Questionnaire was supported by a statistically significant positive association with assertiveness ($r = .539, p < .01$). The convergent validity of the Subjective Well-Being measure was supported by its associations with WHOQOL-BREF indicators, in particular between the subjective sense of happiness and the overall evaluation of quality of life ($r = .627, p < .01$) and microsocial support ($r = .560, p < .01$).

In accordance with the correlational-predictive design of the ascertaining stage, the variables were differentiated by functional status. Self-confidence, assertiveness, and positive self-attitude were designated as predictor variables. The criterion variables were life satisfaction, subjective well-being, and quality of life, which were analyzed separately as independent empirical indicators of students' personal well-being. The additional variables comprised students' socio-demographic and educational characteristics.

The statistical analysis included descriptive statistics, Student's t test, one-way analysis of variance (ANOVA) with subsequent multiple comparisons using the Bonferroni method, Pearson correlation analysis, and multiple linear regression analysis. The regression models were evaluated in terms of the coefficient of determination R^2 , standardized coefficients β , t values, statistical significance levels p , and the multicollinearity indices Tolerance and VIF. The critical significance level was set at $p < .05$. Data were processed using IBM SPSS Statistics 20. The study was conducted in accordance with generally accepted ethical principles for psychological research. Students' participation was voluntary and based on informed consent. Confidentiality and the protection of personal data were ensured, and the results were analyzed and presented exclusively in aggregate form.

Section 2.2. *“Characteristics of students' self-confidence, assertiveness, and positive self-attitude”* presents the results of a comparative analysis of the cognitive and behavioral components of self-confidence, as well as students' positive self-attitude, with regard to socio-demographic and educational characteristics. Differences in the psychological characteristics under investigation are analyzed as a function of type of institution, gender, level of economic well-being, background, and year of study.

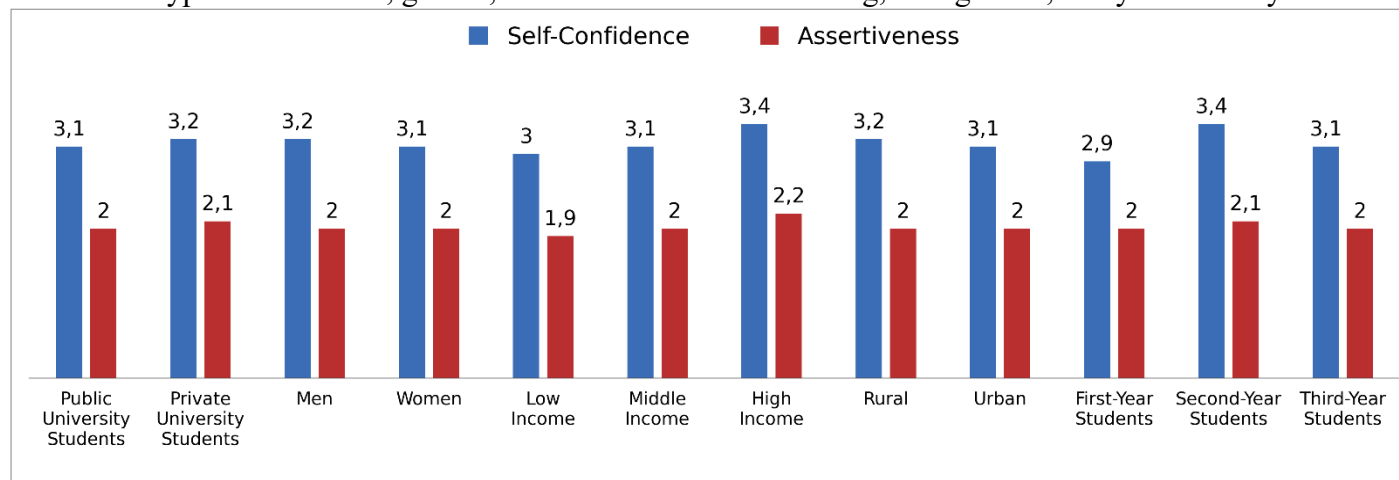


Figure 2. Differences in the cognitive and behavioral components of self-confidence as a function of socio-demographic and educational characteristics

The analysis of self-confidence as a cognitive component and assertiveness as its behavioural expression revealed differences across selected sociodemographic and educational characteristics of the students (Figure 2).

Comparisons across levels of economic well-being showed that students in the high economic well-being group had the highest self-confidence and assertiveness scores ($M = 3.4$ and $M = 2.2$, respectively). Scores were lower in the moderate group ($M = 3.1$ and $M = 2.0$, respectively) and lowest in the low group ($M = 3.0$ and $M = 1.9$, respectively). Students in the high economic well-being group scored significantly higher on both measures than those in the moderate and low groups ($p < 0.05$). No statistically significant differences were found between the moderate and low economic well-being groups.

Comparisons across years of study showed that second-year students had the highest self-confidence scores ($M = 3.4$), followed by third-year ($M = 3.1$) and first-year students ($M = 2.9$). Second-year students scored significantly higher than both first- and third-year students ($p < 0.001$ in both comparisons). Third-year students also scored significantly higher than first-year students ($p = 0.040$). The higher self-confidence scores among second-year students compared with first-year students are consistent with the findings of P. C. J. Otermans et al.⁶⁵, who examined students' confidence in specific skills. No statistically significant differences in assertiveness were found across years of study.

Comparisons by university type revealed statistically significant differences only in assertiveness. Students at private universities scored slightly higher than those at public universities ($M = 2.1$ and $M = 2.0$, respectively; $p < 0.05$). Neither self-confidence nor assertiveness differed significantly by gender or between students from urban and rural backgrounds.

Mean self-attitude scores generally fall within the average range of the normative distribution. Statistically significant differences in individual components were found by gender, economic well-being, and urban or rural background. Mean scores on self-attitude components also varied across years of study (Table 2).

Table 2. Comparative indicators of the components of students' positive self-attitude with regard to socio-demographic and educational characteristics

	University Type		Gender		Economic Well-Being Level			Place of Origin		Year of Study		
	Public	Private	Men	Women	Low	Medium	High	Rural	Urban	1st Year	2nd Year	3rd Year
Social Concealment	5,3	5,3	5,2	5,3	5,2	5,4	4,9	5,3	5,2	5,8	5	5
Self-Confidence	5,4	5,6	5,3	5,6	5,4	5,6	5,3	5,4	5,6	6,6	5,1	4,9
Self-Management	5,7	5,4	5,4	5,7	5,4	5,6	5,6	5,5	5,6	6,8	4,9	5,1
Reflected Self-Attitude	4,9	5,0	4,8	5,0	4,9	4,9	5,1	4,9	4,9	5,1	4,8	4,9
Self-Worth	4,0	4,1	3,7	4,2	4,1	4,1	3,9	4,0	4,1	4,4	3,9	3,9
Self-Acceptance	5,3	5,4	4,8	5,6	5,5	5,4	4,9	5,3	5,3	6,2	5,0	4,9
Self-Affection	5,7	5,8	5,4	5,9	5,4	5,8	5,7	5,8	5,6	6,0	5,8	5,3
Internal Conflict	5,2	5,2	4,9	5,3	5,5	5,3	4,4	5,5	5,0	5,8	4,7	5,1
Self-Blame	4,6	4,5	4,6	4,5	5,2	4,4	4,0	4,8	4,3	4,8	4,2	4,5

Women scored higher than men on self-worth ($M = 4.2$ and $M = 3.7$, respectively; $p < 0.001$), self-acceptance ($M = 5.6$ and $M = 4.8$; $p < 0.001$), and self-attachment ($M = 5.9$ and $M = 5.4$; $p = 0.004$). These differences primarily concern the affective and evaluative components of self-attitude.

Students with low economic well-being reported greater internal conflict than those with high economic well-being ($M = 5.5$ and $M = 4.4$, respectively; $p = 0.046$). Self-blame was also higher in this group than in the moderate and high economic well-being groups ($M = 5.2$ compared with $M = 4.4$ and M

⁶⁵ OTERMANS, P. C. J., KAUR, H., PATRAO, A., BANERJEE-WØIEN, T. L., NASAR, L., BARBOSA BOUÇAS, S., BAINES, S. Building confidence in university students from year 1 to year 2. In: Cogent Education, 2025, nr. 12(1), 2462269. ISSN 2331-186X.

= 4.0; $p = 0.006$ and $p = 0.001$, respectively). Comparisons between students from rural and urban backgrounds revealed a significant difference only in self-blame, with higher scores among students from rural backgrounds ($M = 4.8$ and $M = 4.3$, respectively; $p = 0.015$).

First-year students had higher mean scores than second- and third-year students, particularly on self-assurance, self-direction, and self-acceptance ($M = 6.6$, $M = 6.8$, and $M = 6.2$, respectively). Differences between second- and third-year students were less pronounced. Scores among students at public and private universities were generally similar.

Section 2.3. *“Findings on Students’ Life Satisfaction, Subjective Well-Being, and Quality of Life”* examines three indicators of personal well-being. In the full sample, mean scores were $M = 18.8$ ($SD = 3.96$) for life satisfaction, $M = 0.6$ ($SD = 0.96$) for subjective well-being, and $M = 3.6$ ($SD = 0.53$) for quality of life. Among the components of subjective well-being, the highest scores were observed for self-acceptance and goals and meaning in life, while the lowest were observed for autonomy and management of the social environment.

Life satisfaction differed significantly by university type, gender, level of economic well-being, and year of study (Figure 3).

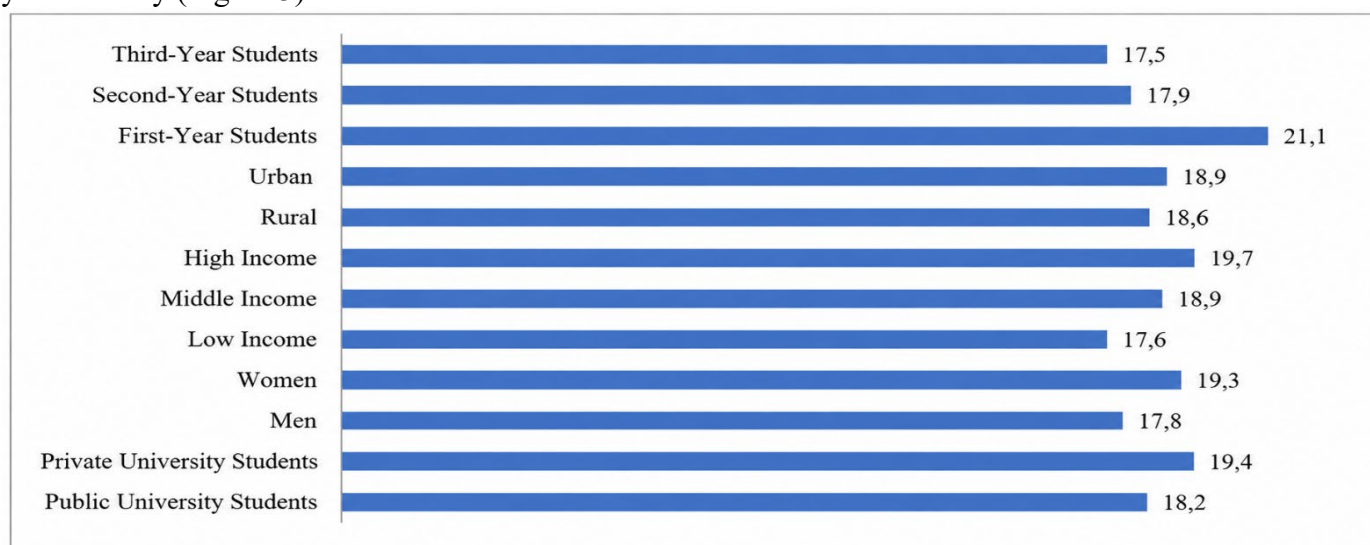


Figure 3. Differences in life satisfaction as a function of socio-demographic and educational characteristics

Life satisfaction was higher among students at private universities than among those at public universities ($M = 19.4$ and $M = 18.2$, respectively; $p = 0.007$), and among women than among men ($M = 19.3$ and $M = 17.8$; $p = 0.001$). Students with high economic well-being were more satisfied with their lives than those with low economic well-being ($M = 19.7$ and $M = 17.6$, respectively; $p = 0.042$). No statistically significant differences were found between students from urban and rural backgrounds.

The largest differences in mean scores were observed across years of study. First-year students reported higher life satisfaction ($M = 21.1$) than second-year ($M = 17.9$; $p < 0.001$) and third-year students ($M = 17.5$; $p < 0.001$). No statistically significant difference was found between second- and third-year students ($p = 1.000$).

Subjective well-being and its individual components are examined next to provide a more detailed account of students’ personal well-being (Table 3).

Students at private universities scored higher on subjective happiness ($p = 0.001$), self-acceptance ($p = 0.001$), autonomy ($p = 0.016$), goals and meaning in life ($p = 0.015$), and overall subjective well-being ($p = 0.002$). Women scored significantly higher than men on subjective happiness, management of the social environment, relationship quality, goals and meaning in life, and overall subjective well-being.

Comparisons across levels of economic well-being revealed differences primarily in subjective happiness, self-acceptance, goals and meaning in life, and overall subjective well-being. Mean overall subjective well-being scores were $M = 0.3$ in the low economic well-being group, $M = 0.7$ in the moderate group, and $M = 0.8$ in the high group. No statistically significant differences were found between the moderate and high economic well-being groups.

No significant differences were found on any scale between students from urban and rural backgrounds. Comparisons across years of study showed that first-year students had the highest scores. Their mean overall subjective well-being score was $M = 1.2$, compared with $M = 0.4$ for both second- and third-year students. For most components, no statistically significant differences were found between second- and third-year students.

Table 3. Comparative indicators of students' subjective well-being with regard to socio-demographic and educational characteristics

	University Type		Gender		Economic Well-Being Level			Place of Origin		Year of Study		
	Public	Private	Men	Women	Low	Medium	High	Rural	Urban	1st Year	2nd Year	3rd Year
Subjective Feeling of Happiness	0,4	0,8	0,4	0,8	0,3	0,7	0,8	0,6	0,7	0,9	0,6	0,5
Self-Acceptance	0,9	1,4	1,0	1,3	0,8	1,2	1,6	1,0	1,2	1,9	0,6	1,0
Environmental Mastery	0,3	0,4	0,1	0,5	0,2	0,4	0,2	0,3	0,4	1,0	-0,1	0,1
Sense of Autonomy	0,0	0,4	0,0	0,3	-0,1	0,2	0,5	0,2	0,2	0,5	0,2	0,0
Quality of Relationships	0,5	0,8	0,4	0,8	0,4	0,7	0,7	0,7	0,7	1,2	0,5	0,3
Purpose in Life and Personal Growth	0,6	1,9	0,5	1,0	0,3	0,9	1,1	0,8	0,9	1,8	0,4	0,4
Overall Subjective Well-Being	0,5	0,8	0,4	0,8	0,3	0,7	0,8	0,6	0,7	1,2	0,4	0,4

The results of the comparisons of quality-of-life scores are presented in Table 4.

Table 4. Comparative indicators of students' quality of life with regard to socio-demographic and educational characteristics

	University Type		Gender		Economic Well-Being Level			Place of Origin		Year of Study		
	Public	Private	Men	Women	Low	Medium	High	Rural	Urban	1st Year	2nd Year	3rd Year
Physical and Psychological Well-Being	3,9	3,9	4,0	3,9	3,6	3,9	4,2	3,9	3,9	3,7	4,1	3,9
Self-Perception	3,4	3,6	3,4	3,5	3,1	3,6	3,7	3,4	3,5	3,7	3,4	3,4
Social Support	3,6	3,7	3,5	3,7	3,4	3,7	3,9	3,6	3,6	3,7	3,7	3,6
Social Well-Being	3,3	3,4	3,4	3,3	3,0	3,4	3,8	3,4	3,4	3,4	3,5	3,2
Overall Quality of Life	3,5	3,7	3,6	3,7	3,3	3,7	3,9	3,6	3,7	3,7	3,7	3,6

Students at private universities scored higher on self-perception ($p < 0.001$), social well-being ($p = 0.004$), and overall quality of life ($p = 0.009$). No statistically significant differences by university type were found for the remaining components. Quality-of-life scores also did not differ significantly between men and women.

The most consistent differences in quality of life were observed across levels of economic well-being (EWB). Students with low EWB scored significantly lower on all components and overall quality of life than those with moderate or high EWB. The moderate and high EWB groups differed significantly in

physical and psychological well-being, social well-being, and overall quality of life. No significant differences between these groups were found in self-perception or support from the immediate social environment.

No statistically significant differences were found between students from urban and rural backgrounds. Mean overall quality-of-life scores were similar among first-, second-, and third-year students ($M = 3.7$, $M = 3.7$, and $M = 3.6$, respectively). However, mean scores varied across individual components. First-year students had higher self-perception scores, second-year students had higher physical and psychological well-being scores, and third-year students had lower social well-being scores.

Section 2.4. "*Relationships among the Psychological Characteristics Examined within the Framework of Students' Personal Well-Being*" presents the results of correlation and multiple regression analyses. These methods were used to test the operational hypotheses and refine the author's model using empirical evidence. The analyses examined the relationships of self-confidence, assertiveness, and components of self-attitude with students' life satisfaction, subjective well-being, and quality of life.

The first operational hypothesis proposed that self-confidence would be positively associated with components of positive self-attitude, life satisfaction, and subjective well-being. This hypothesis was tested using Pearson's correlation coefficient. The findings provided partial support.

Of the six self-attitude components examined, self-assurance ($r = 0.147$; $p = 0.009$), self-acceptance ($r = 0.158$; $p = 0.005$), and self-attachment ($r = 0.200$; $p < 0.001$) were significantly and positively associated with self-confidence. All three associations were weak despite their statistical significance. No statistically significant associations were found for self-direction ($r = 0.096$; $p = 0.087$), reflected self-attitude ($r = 0.108$; $p = 0.055$), or self-worth ($r = 0.036$; $p = 0.527$). The hypothesis was supported only for specific components of self-attitude.

Self-confidence showed a moderate positive association with life satisfaction ($r = 0.417$; $p < 0.001$). Among the components of subjective well-being, the strongest association was with autonomy ($r = 0.519$; $p < 0.001$). Positive associations were also found with relationship quality ($r = 0.425$), subjective happiness ($r = 0.405$), self-acceptance ($r = 0.311$), goals and meaning in life ($r = 0.228$), and overall subjective well-being ($r = 0.405$). All these associations were statistically significant at $p < 0.001$, although the association with goals and meaning in life was weak. The association with management of the social environment was negligible and not statistically significant ($r = -0.003$; $p = 0.955$).

Self-acceptance as measured by the self-attitude instrument must be distinguished from self-acceptance as measured by the subjective well-being instrument. Their correlations with self-confidence were $r = 0.158$ and $r = 0.311$, respectively. These scores were obtained using different instruments and reflect the content of their respective scales. They should therefore not be treated as interchangeable.

Operational Hypothesis 1 was partially supported. Significant positive associations were found with life satisfaction, five of the six components of subjective well-being and its overall score, and three of the six components of self-attitude. Self-confidence was most strongly associated with autonomy, relationship quality, and life satisfaction. These correlations indicate relationships among the measures but do not establish that self-confidence causes improvements in well-being.

The second operational hypothesis proposed that assertiveness, as the behavioural expression of self-confidence, would be positively associated with students' life satisfaction and subjective well-being. This hypothesis was tested using correlation analysis.

Assertiveness was positively associated with life satisfaction ($r = 0.611$; $p < 0.001$) and overall subjective well-being ($r = 0.638$; $p < 0.001$). Among the components of subjective well-being, the strongest associations were with autonomy ($r = 0.646$), relationship quality ($r = 0.617$), and self-acceptance ($r = 0.611$). Correlations with subjective happiness ($r = 0.512$) and goals and meaning in life ($r = 0.418$) were somewhat lower. All these associations were statistically significant at $p < 0.001$. A weak positive association was found with management of the social environment ($r = 0.166$; $p = 0.003$).

Operational Hypothesis 2 was supported.

Across all comparable measures, correlations with assertiveness were higher than those with self-confidence as a cognitive component. This comparison is descriptive, as the differences between the correlation coefficients were not formally tested for statistical significance.

The third operational hypothesis proposed that components of positive self-attitude would be significantly associated with students' self-confidence, life satisfaction, and subjective well-being. This hypothesis was tested by examining correlations between the six scales of the self-attitude instrument and these measures.

Significant positive associations with self-confidence were found for self-assurance ($r = 0.147$; $p = 0.009$), self-acceptance ($r = 0.158$; $p = 0.005$), and self-attachment ($r = 0.200$; $p < 0.001$). All three associations were weak. No statistically significant associations were found for self-direction ($r = 0.096$; $p = 0.087$), reflected self-attitude ($r = 0.108$; $p = 0.055$), or self-worth ($r = 0.036$; $p = 0.527$).

All six components of self-attitude were positively associated with life satisfaction ($p < 0.001$ in all cases). The strongest correlations were found for self-assurance ($r = 0.507$) and self-acceptance ($r = 0.501$). Correlations were lower for self-direction ($r = 0.397$) and reflected self-attitude ($r = 0.301$). The associations with self-attachment ($r = 0.276$) and self-worth ($r = 0.220$) were weak.

All six components of self-attitude were positively associated with the subjective well-being scales examined and with the overall score. Self-assurance and self-acceptance showed the strongest associations with overall subjective well-being ($r = 0.515$; $p < 0.001$ in both cases). The correlation was $r = 0.406$ ($p < 0.001$) for self-direction and $r = 0.300$ ($p < 0.001$) for reflected self-attitude. Associations with self-attachment ($r = 0.263$; $p < 0.001$) and self-worth ($r = 0.231$; $p < 0.001$) were weak.

Self-assurance and self-acceptance were positively associated with self-acceptance as a component of subjective well-being ($r = 0.479$ and $r = 0.458$, respectively), relationship quality ($r = 0.437$ and $r = 0.404$), and goals and meaning in life ($r = 0.458$ and $r = 0.447$). All correlations were statistically significant at $p < 0.001$. When interpreting these results, self-acceptance within the self-attitude framework must be distinguished from self-acceptance within the subjective well-being framework. Although similar in content, these measures belong to different instruments.

Operational Hypothesis 3 was partially supported. All six components of self-attitude were associated with life satisfaction and subjective well-being, but only three were significantly associated with self-confidence. Self-assurance and self-acceptance showed the strongest associations with life satisfaction and overall subjective well-being, while the associations with self-direction were somewhat weaker. These findings provide a basis for considering these components in the subsequent development of the empirical model, but they do not establish the causal direction of the relationships.

The fourth operational hypothesis proposed that cognitive, personal, and behavioural characteristics would contribute significantly to explaining students' personal well-being. To test this hypothesis, four multiple linear regression models were fitted, with different dependent variables and sets of predictors (Table 5). The explanatory power of each model was assessed, along with the contribution of each predictor after accounting for the other variables included in the model.

Table 5. Results of the multiple regression analysis of indicators of students' personal well-being

Model / dependent variable	Significant predictors (β)	R ²	Leading predictor
1. Life satisfaction	Self-acceptance .316***; self-assurance .289***; reflected self-attitude .157**; self-guidance .126*	42.0%	Self-acceptance
2. Subjective well-being	Assertiveness .591***	41.2%	Assertiveness
3. Quality of life	Life satisfaction .434***; assertiveness .278***; self-confidence .176***	56.1%	Life satisfaction
4. Quality of life	Subjective well-being .479***; assertiveness .231***; self-confidence .189***	58.0%	Subjective well-being

Note. β = standardized regression coefficients; * $p < .05$; ** $p < .01$; *** $p < .001$.

All four models were statistically significant ($p < 0.001$), although the predictors that reached significance differed across models.

The life satisfaction model included six components of self-attitude and explained 42.0% of the variance in life satisfaction ($R^2 = 0.420$; adjusted $R^2 = 0.409$). The largest standardised coefficients were found for self-acceptance ($\beta = 0.316$; $p < 0.001$) and self-assurance ($\beta = 0.289$; $p < 0.001$). The coefficients for reflected self-attitude ($\beta = 0.157$; $p = 0.001$) and self-direction ($\beta = 0.126$; $p = 0.012$) were smaller but also statistically significant. Neither self-worth ($\beta = 0.037$; $p = 0.416$) nor self-attachment ($\beta = 0.037$; $p = 0.429$) made a significant independent contribution. Both characteristics were positively associated with life satisfaction in the correlation analysis, but their regression coefficients were not statistically significant after accounting for the other components of self-attitude.

The subjective well-being model, which included self-confidence and assertiveness, explained 41.2% of the variance in subjective well-being ($R^2 = 0.412$; adjusted $R^2 = 0.408$). Assertiveness was a significant predictor ($\beta = 0.591$; $p < 0.001$). Self-confidence did not make a significant independent contribution ($\beta = 0.086$; $p = 0.097$), despite its previously identified positive correlation with subjective well-being. When both characteristics were entered into the model, only assertiveness remained statistically significant.

The first quality-of-life model explained 56.1% of the variance in quality of life ($R^2 = 0.561$; adjusted $R^2 = 0.557$). All three predictors made statistically significant contributions. The standardised coefficients were $\beta = 0.434$ for life satisfaction, $\beta = 0.278$ for assertiveness, and $\beta = 0.176$ for self-confidence ($p < 0.001$ in all cases). Life satisfaction had the largest coefficient. Assertiveness and self-confidence were also associated with quality of life after accounting for the other variables in the model.

The alternative quality-of-life model, in which subjective well-being replaced life satisfaction, explained 58.0% of the variance in quality of life ($R^2 = 0.580$; adjusted $R^2 = 0.576$). Subjective well-being had the largest standardised coefficient ($\beta = 0.479$; $p < 0.001$). Assertiveness ($\beta = 0.231$; $p < 0.001$) and self-confidence ($\beta = 0.189$; $p < 0.001$) also retained significant independent contributions. Because one predictor was replaced by another, the difference in R^2 does not represent an increase in explained variance resulting from the addition of a new variable.

The explanatory role of self-confidence varied depending on the well-being outcome examined. Its independent contribution to subjective well-being was not statistically significant after accounting for assertiveness, whereas it remained significant in both quality-of-life models. ***Operational Hypothesis 4 was partially supported within the models tested.*** Significant predictors were identified for each well-being outcome, but not all included characteristics made independent contributions. The joint contribution of cognitive, personal, and behavioural characteristics to each of the three outcomes was not directly tested. The regression findings reflect statistical relationships within the study sample and do not establish a causal sequence.

The findings from the correlation and regression analyses were synthesised in the author's integrative model of students' personal well-being (Figure 4). The model comprises two interrelated blocks representing psychological resources and empirical indicators of well-being. This distinction reflects the different functional roles of the variables while preserving the conceptual independence of each construct.

The model treats positive self-attitude as a personal resource, self-confidence as a cognitive resource, and assertiveness as a behavioural resource. This interpretation is grounded in theory and complemented by the findings of the correlation and regression analyses. Specific components of self-attitude were significant predictors in the life satisfaction model, while assertiveness remained significant in the subjective well-being model. In both quality-of-life models, self-confidence and assertiveness made independent contributions, alongside either life satisfaction or subjective well-being, depending on the predictors included.

The three well-being indicators capture different aspects of well-being. Life satisfaction represents an overall cognitive evaluation of one's life. Subjective well-being encompasses appraisals of one's psychological state and specific aspects of functioning. Quality of life also includes assessments of physical health, social relationships, and living conditions. Personal well-being is conceptualised by the author as a construct that brings these aspects together and is not measured by a separate scale.

The arrangement of the blocks and the direction of the arrows in the diagram reflect the model's conceptual organisation. They do not indicate an established temporal or causal sequence from self-attitude

to quality of life. The analyses identify statistical relationships and differences in the explanatory roles of the variables, but do not support conclusions about causal effects or mediating mechanisms.

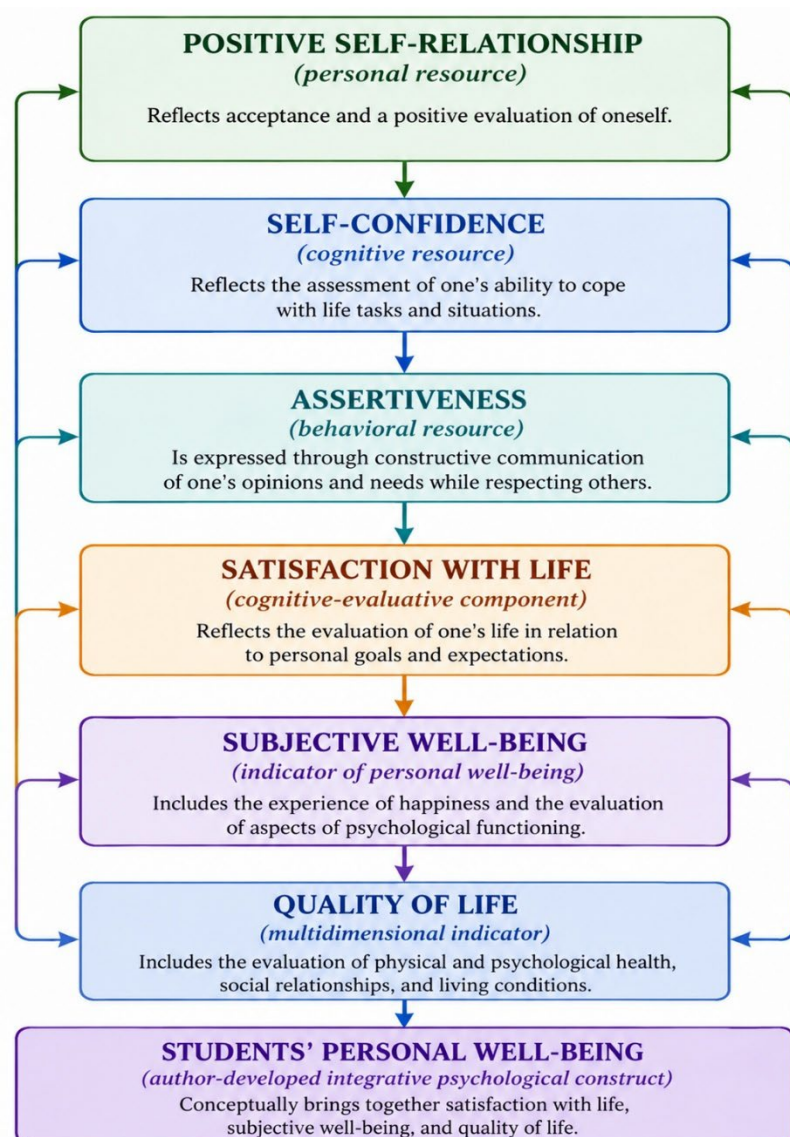


Figure 4. The author's integrative model of students' personal well-being

The fifth operational hypothesis proposed that the psychological resources and well-being indicators examined, taken together, would allow a social psychological profile of a student with high personal well-being to be described. Drawing on the correlation and regression findings, a generalised profile comprising three interrelated blocks was proposed (Figure 5).

The first block comprises psychological resources. Positive self-attitude forms the personal foundation of the profile. Among its components, self-acceptance and self-assurance are the most important in explaining life satisfaction. Self-confidence is regarded as a cognitive resource and retains an independent contribution in the quality-of-life models. Assertiveness represents the behavioural expression of a confident stance, serves as the leading predictor of subjective well-being, and is also significant in explaining quality of life. Their differing roles in the regression models indicate that belief in one's capabilities and its constructive expression in behaviour are not equivalent.

The second block encompasses the subjective experience and evaluation of life. It includes life satisfaction as an overall cognitive evaluation of one's life and subjective well-being, which reflects happiness, self-acceptance, autonomy, relationship quality, the ability to manage one's environment, and a sense of goals and meaning in life. These indicators capture interrelated but distinct aspects of students lived experience.

The third block covers quality of life and includes favourable assessments of physical and psychological health, social relationships, support, and living conditions. In the models tested, either life satisfaction or subjective well-being serves as the most significant predictor of quality of life. Self-confidence and assertiveness also retain independent contributions.

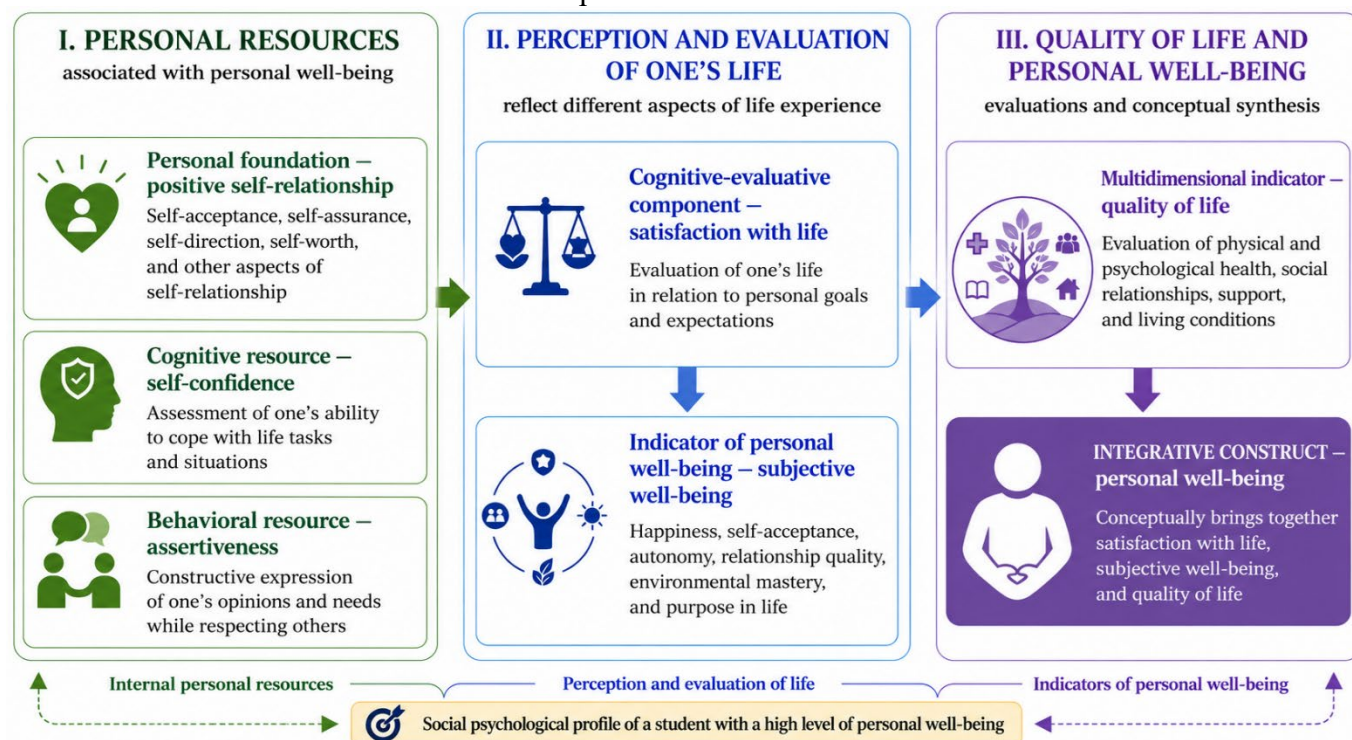


Figure 5. Socio-psychological profile of students with a high level of personal well-being

Operational Hypothesis 5 was supported at the level of a synthesis of theory and empirical findings. The profile brings together characteristics whose interrelationships were established in the study sample. It describes a proposed combination of resources and indicators of high personal well-being, without establishing a necessary sequence in their development or a pattern of causal influence.

On the basis of the findings, the author's definition of the phenomenon under investigation was formulated. **Students' personal well-being constitutes an integral psychological construct that unites interrelated personal, cognitive, behavioral, and cognitive-evaluative characteristics and is manifested through life satisfaction, subjective well-being, and quality of life.** Within the author's model, the principal psychological characteristics of personal well-being are positive self-attitude, self-confidence, assertiveness, and life satisfaction, which are related to students' subjective well-being and quality of life.

Chapter Two concludes with a set of conclusions that synthesize the results of the empirical study, systematize the identified relationships and the predictive significance of the psychological characteristics under investigation, and formulate the principal propositions of the author's integrative model of students' personal well-being and of the socio-psychological profile of students with a high level of personal well-being.

Chapter Three ("Fostering students' self-confidence, positive self-attitude, and life satisfaction through the transformational psychological game *Lóngfèng*") presents the theoretical foundations for the use of transformational games in personal development, the methodology and organization of the formative experiment, the structure and content of the author-developed transformational psychological game *Lóngfèng*, and the results of the evaluation of its effectiveness in fostering the psychological characteristics included in the author's model of students' personal well-being.

Section 3.1. **"Psychological foundations for the use of transformational games in personal development"** examines the psychological potential of play as a means of personal development and psychological intervention. Play creates a structured and relatively safe space in which participants can model socially and personally significant situations, make decisions, observe their own emotional and behavioral reactions, and try out new modes of interaction. Research on board games demonstrates their

potential for developing cognitive and strategic skills, for learning, and for social interaction^{66, 67}. In psychological practice, play can perform diagnostic and developmental functions simultaneously, making it possible to observe features of emotional responding, interpersonal interaction, and modes of resolving problem situations⁶⁸.

The developmental potential of a transformational game derives from the combination of symbolic modeling, emotional involvement, reflection, and interpersonal interaction. The symbolic organization of the play space allows participants to distance themselves from their immediate life situation while at the same time reproducing significant modes of responding, attitudes, and behavioral strategies. This creates opportunities for their awareness, re-evaluation, and subsequent modification. Research confirms the potential of play formats for the reconstruction of personal identity and the support of psychological well-being⁶⁹, and cooperative play interaction has been associated with the development of empathy⁷⁰. The opportunity for independent choice and decision-making within the play process is likewise consistent with the satisfaction of the needs for autonomy and competence, which are of substantial significance for personal well-being⁷¹.

Of particular significance for the present research is the capacity of play activity to integrate the cognitive, emotional, and behavioral levels of psychological functioning. The play situation involves active decision-making, interaction with other participants, the experiencing of the consequences of one's own choices, and reflection on the resulting experience. Owing to its high level of involvement and its capacity for modeling behavior, play may create conditions for developing confidence in one's own capabilities, a more positive attitude toward oneself, autonomy, and constructive forms of social interaction. Empirical research confirms the potential of play-based methods for developing social and emotional competencies⁷², as well as their educational and motivational potential and their significance for positive interpersonal interaction⁷³. The state of absorption in play activity promotes concentration on current experience and the participant's active engagement in what is taking place⁷⁴.

This analysis makes it possible to treat the transformational psychological game as a complex interactive instrument that creates conditions for the activation, awareness, and development of personal resources. This proposition is consistent with the results of the ascertaining stage of the research, which identified relationships of positive self-attitude, self-confidence, assertiveness, and life satisfaction with indicators of students' subjective well-being and quality of life. On this basis, the author-developed transformational game *Lóngfèng* is employed in the formative experiment as a psychological intervention aimed at fostering the psychological characteristics under investigation and at the subsequent evaluation of changes in indicators of students' personal well-being.

Section 3.2. "***Methodology and organization of the formative experiment using the transformational game Lóngfèng***" describes the organization of the formative experiment, its principal stages, the composition of the experimental and control groups, and the methods used to evaluate the

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⁶⁷ BAYECK, R. Examining board gameplay and learning: A multidisciplinary review of recent research. In: Simulation & Gaming, 2020, nr. 51(4), pp. 411-431. ISSN 1046-8781.

⁶⁸ BELLINSON, J. Children's Use of Board Games in Psychotherapy. New York: Jason Aronson, Inc., 2002. 184 p. ISBN 978-0765-703-56-9.

⁶⁹ KERR, D., DEANE, F., CROWE, T. Narrative identity reconstruction as adaptive growth during mental health recovery: A narrative coaching Boardgame approach. In: Frontiers in Psychology, 2019, nr. 10, pp. 1-10. ISSN 1664-1078.

⁷⁰ GREITEMEYER, T. Playing video games cooperatively increases empathic concern. In: Social Psychology, 2013, nr. 44(6), pp. 408-413. ISSN 1864-9335.

⁷¹ RYAN, R., DECI, E. Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York: The Guilford Press, 2017. 756 p. ISBN 978-1462-528-76-9.

⁷² HROMEK, R., ROFFEY, S. Promoting social and emotional learning with games: "It's fun and we learn things". In: Simulation & Gaming, 2009, nr. 40(5), pp. 626-644. ISSN 1046-8781.

⁷³ BAYECK, R., Ibidem.

⁷⁴ CSIKSZENTMIHALYI, M., BENNETT, S. An exploratory model of play. In: American Anthropologist, 1971, nr. 73(1), pp. 45-58. ISSN 1548-1433.

effectiveness of the game *Lóngfèng*. The transformational game *Lóngfèng* is treated as an instrument of psychological support, based on symbolic modeling, reflection, and group interaction and aimed at activating personal resources, reconsidering habitual modes of responding, and creating conditions for positive personal change.

The formative experiment was conducted in 2022–2024 and comprised the development and validation of the game, the formation of experimental and control groups, the delivery of the psychological intervention, and subsequent follow-up assessment. The follow-up assessment was carried out approximately six months after the completion of the intervention. This interval made it possible to evaluate changes in the indicators under investigation after a substantial period following participation in the game and their manifestation in the course of the subsequent transfer and processing of the experience gained in real-life situations.

One hundred students aged 19–22 took part in the experiment. An experimental group and a control group of 50 participants each were formed. The experimental group comprised students who voluntarily agreed to take part in the game *Lóngfèng*. The control group comprised students who did not participate in the intervention and who underwent follow-up assessment. The groups were comparable on the principal socio-demographic characteristics. Preliminary statistical analysis confirmed the absence of significant between-group differences in self-confidence, assertiveness, self-attitude, life satisfaction, and quality of life. Certain indicators of subjective well-being constituted an exception, which was taken into account in the subsequent interpretation of the results.

To evaluate the effectiveness of the intervention, the same set of psychodiagnostic instruments was used as at the ascertaining stage: the Self-Confidence Questionnaire by B. Davenport, the Rathus Assertiveness Schedule, the Multidimensional Self-Attitude Inventory by S. R. Panteleev, the Satisfaction with Life Scale, the Subjective Well-Being Test by S. Rusnac, and the WHOQOL-BREF. Changes in the indicators were evaluated using Student's *t* test for paired samples. Student's *t* test for independent samples was used to compare the experimental and control groups.

The formative experiment tested the sixth operational hypothesis, according to which participation in the transformational psychological game *Lóngfèng*, aimed at fostering self-confidence, positive self-attitude, and life satisfaction, is accompanied by favorable changes in the psychological characteristics under investigation and in indicators of students' personal well-being, the magnitude and statistical significance of which are subject to empirical testing.

Section 3.3. ***“Structure and content of the transformational psychological game *Lóngfèng* as a psychological intervention”*** presents the transformational psychological game developed by the author, which is aimed at fostering students' self-confidence, positive self-attitude, and life satisfaction. In the formative experiment, the game was integrated into the format of a social-psychological training program combining symbolic modeling, reflection, and group interaction. Its theoretical foundations comprised propositions from transactional analysis, oriented toward awareness of life scripts and role attitudes, together with elements of cognitive-behavioral therapy aimed at forming more adaptive modes of thinking and behavior.

The structure of the TPG *Lóngfèng* comprises three successive levels of psychological work. The first is aimed at identifying and reconsidering negative attitudes, limiting beliefs, and fears. At the second level, personal resources, strengths, abilities, and values are activated. The third level involves the formation of new behavioral strategies and the identification of concrete means of attaining set goals. The game concludes with reflection on the experience gained and the identification of ways of transferring it to real-life situations.

The play space comprises a board, thematic card decks, and metaphorical associative cards. The work is organized around the participant's individual request, and the content of the selected cards is related to their personal experience through questions posed by the facilitating psychologist. A distinctive feature of the game is the blind selection of cards, which incorporates elements of a projective approach. Psychological significance thereby attaches not to the content of the card itself but to the associations and subjective meanings that arise in the participant. The facilitator ensures the sequencing of the work, supports group dynamics, and safeguards participants' psychological safety.

The design of the TPG *Lóngfèng* provides for successive work with psychological limitations, the activation of personal resources, and the search for new modes of behavior. The experience gained in the game is consolidated through independent assignments and its subsequent transfer to everyday life. This structure makes it possible to treat the game as a psychological intervention aimed at fostering self-confidence, positive self-attitude, and life satisfaction, and at the subsequent evaluation of changes in the indicators of students' personal well-being under investigation.

Section 3.4. "*Changes in students' psychological indicators before and after participation in the transformational psychological game Lóngfèng*" presents the results of the control stage of the formative experiment. The comparative analysis revealed favorable changes in the psychological characteristics that constituted the direct target of the intervention. In the experimental group, the level of self-confidence increased from $M = 2.43$ to $M = 2.62$ ($p = .004$), and assertiveness from $M = 1.60$ to $M = 1.90$ ($p < .001$). No statistically significant changes in these indicators were found in the control group. Following the completion of the formative experiment, the differences between the experimental and control groups were statistically significant for both indicators.

Pronounced favorable changes were also established within the structure of positive self-attitude. Statistically significant increases were found for self-guidance, reflected self-attitude, self-worth, self-acceptance, and self-attachment. The most marked increase was in self-worth, from $M = 5.00$ to $M = 7.06$ ($p < .001$). At the same time, self-closedness decreased, whereas no statistically significant changes were found for self-assurance, internal conflictedness, or self-blame.

Following participation in the TPG *Lóngfèng*, life satisfaction in the experimental group increased from $M = 19.90$ to $M = 21.78$ ($p < .001$). A statistically significant but considerably smaller increase was also found in the control group, from $M = 20.02$ to $M = 20.26$ ($p < .001$). Following the completion of the formative stage, the score of the experimental group was statistically significantly higher than that of the control group ($p < .001$).

Favorable changes were also found for certain indicators of subjective well-being. In the experimental group, increases were found for the subjective sense of happiness ($p = .003$), environmental mastery ($p = .001$), sense of autonomy ($p = .002$), and the overall index of subjective well-being ($p = .017$). No statistically significant changes were established for self-acceptance, quality of relationships, or life goals and meaning. No significant changes were found in the control group for any of the subjective well-being indicators.

Changes in quality of life proved less pronounced. In the experimental group, statistically significant increases were found for physical and psychological well-being ($p = .002$), self-perception ($p = .039$), and the overall index of quality of life ($p < .001$). No statistically significant changes were found for microsocial support or social well-being. In the control group, a significant change was established only for microsocial support ($p = .032$). In the final between-group comparison, a statistically significant difference was found only for physical and psychological well-being ($p = .050$).

Overall, the results of the formative experiment support the sixth operational hypothesis with respect to the principal target characteristics of the psychological intervention. Participation in the TPG *Lóngfèng* was accompanied by statistically significant favorable changes in self-confidence, assertiveness, a number of components of positive self-attitude, and life satisfaction, as well as in certain indicators of subjective well-being and quality of life. These findings make it possible to evaluate the effectiveness of the TPG *Lóngfèng* while taking into account the unequal magnitude of change across individual indicators and the baseline differences between the experimental and control groups.

The chapter concludes with a set of conclusions synthesizing the results of the theoretical substantiation, development, and experimental testing of the author-developed transformational psychological game *Lóngfèng*. Statistically significant favorable changes were established for the principal target characteristics of the psychological intervention, including self-confidence, assertiveness, positive self-attitude, and life satisfaction, as well as for a number of indicators of students' subjective well-being and quality of life. These findings support the hypothesis of the formative experiment with respect to the principal target characteristics and make it possible to evaluate the effectiveness of the TPG *Lóngfèng* while taking into account the differing magnitude and statistical significance of change across individual indicators, as well as the baseline differences between the experimental and control groups.

III. GENERAL CONCLUSIONS AND RECOMMENDATIONS

In accordance with the aim, objectives, and principal hypothesis of the research, scientific results were obtained that made it possible to resolve the scientific problem posed and to formulate the following general conclusions.

1. The theoretical analysis of national and international research showed that self-confidence, positive self-attitude, assertiveness, life satisfaction, subjective well-being, and quality of life constitute interrelated psychological characteristics reflecting different aspects of students' personal functioning^{75, 76, 77}. At the same time, their place and the nature of their interrelations in the context of personal well-being remain insufficiently conceptualized. On the basis of a systematization of existing approaches, self-confidence was theoretically substantiated as a cognitive psychological resource, assertiveness as an independent behavioral characteristic, positive self-attitude as a personal resource reflecting the emotional-evaluative relation to the self, and life satisfaction as the cognitive-evaluative component of subjective well-being^{78, 79}. Subjective well-being and quality of life are treated as related characteristics reflecting different facets of students' personal well-being. On this basis, the author's conceptual model of students' personal well-being was developed, integrating the psychological characteristics under investigation and the hypothesized relationships among them. The model served as the theoretical and methodological foundation for the empirical study, for the subsequent construction of the empirical model, and for the design of the psychological intervention⁸⁰.
2. The ascertaining stage of the research identified the manifestations of self-confidence and assertiveness^{81, 82, 83}, positive self-attitude⁸⁴, and students' life satisfaction, subjective well-being, and quality of life⁸⁵. The psychological characteristics under investigation vary as a function of students' socio-demographic and educational characteristics. The most pronounced differences are associated with level of economic well-being and year of study, whereas gender, background, and type of institution are associated with only certain indicators. Self-confidence, assertiveness, and positive self-attitude are characterized by comparatively greater stability, whereas life satisfaction,

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⁷⁹ ROȘCIUPCHIN, D. The relationship between self-worth and subjective well-being. In: The contemporary issues of the socio-humanistic sciences, Ed. 14, 7-8 decembrie 2023, Chișinău. Chișinău, 2023: "Print-Caro" SRL, 2023, Ediția 14, pp. 55-56. ISBN 978-9975-180-25-2. https://ibn.idsi.md/ro/vizualizare_articol/199812

⁸⁰ ROȘCIUPCHIN, D. Studying the interrelation between self-esteem and life satisfaction in contemporary students. In: Contemporary methodological guidelines and practices in social sciences, 17-18 octombrie 2019, Chișinău. Chișinău: "Print-Caro" SRL, 2019, pp. 49-50. ISBN 978-9975-56-693-3. https://ibn.idsi.md/ro/vizualizare_articol/86554

⁸¹ RUSNAC, Svetlana, ROȘCIUPCHIN, Diana. The Influence of Social and Demographic Characteristics on Modern Students' Self-confidence and Assertiveness. In: Revista de Cercetare si Interventie Sociala, 2023, vol. 81, pp. 7-24. ISSN 1583-3410. DOI: <https://doi.org/10.33788/rcis.81.1>

⁸² РОЩУПКИНА, Д. Влияние социально-демографических характеристик на уверенность в себе современных студентов. In: EcoSoEn, 2022, nr. 3-4, pp. 143-148. ISSN 2587-344X. https://ibn.idsi.md/ro/vizualizare_articol/168856

⁸³ РОЩУПКИНА, Д. Влияние социально-демографических факторов на асертивность современных студентов. In: Asistența psihologică la etapa contemporană: realități și perspective, Ed. 1, 21 octombrie 2022, Bălți. Bălți, Republica Moldova: CEP UPS „I. Creangă”, 2022, pp. 389-394. https://ibn.idsi.md/ro/vizualizare_articol/170236

⁸⁴ РОЩУПКИНА, Д. Влияние социально-демографических факторов на самоотношение студентов. In: Psihologie, revista științifico-practică, 2023, nr. 1(42), pp. 83-95. ISSN 1857-2502. https://ibn.idsi.md/ro/vizualizare_articol/182346

⁸⁵ РОЩУПКИНА, Д. Влияние социально-демографических факторов на качество жизни современных студентов. In: EcoSoEn, 2023, nr. 1, pp. 113-121. ISSN 2587-344X. https://ibn.idsi.md/ro/vizualizare_articol/174731

subjective well-being, and quality of life reflect to a greater extent the features of students' life circumstances. The patterns identified made it possible to determine the specific character of the manifestations of the psychological characteristics under investigation in student samples and provided an empirical basis for the subsequent analysis of their interrelations and for the construction of an empirical model of students' personal well-being.

3. The correlation and multiple regression analyses established patterns in the relationships among students' self-confidence, positive self-attitude, assertiveness, life satisfaction, subjective well-being, and quality of life, and determined the differentiated predictive significance of the psychological characteristics under investigation. In accounting for life satisfaction, self-acceptance and self-assurance emerged as the most significant predictors. Assertiveness proved to be the leading behavioral predictor of subjective well-being. In the models of quality of life, self-confidence and assertiveness retained independent predictive significance, while the most pronounced contribution in the respective models was made by life satisfaction and subjective well-being. On the basis of the identified patterns, the author's empirical model of the relationships among the psychological characteristics under investigation was developed, and a socio-psychological profile of students with a high level of personal well-being was formulated, uniting interrelated personal, cognitive, behavioral, and cognitive-evaluative characteristics^{86, 87}. These findings made it possible to refine the author's understanding of students' personal well-being as an integral psychological construct, as well as the functional status and the nature of the interrelations of the psychological characteristics under investigation.
4. On the basis of the conceptual and empirical models of students' personal well-being, the author-developed transformational psychological game *Lóngfèng* was designed and theoretically substantiated as a psychological intervention aimed at fostering self-confidence, assertiveness, positive self-attitude, and life satisfaction⁸⁸. The psychological work was grounded in self-knowledge, reflection, the activation of personal resources, and the acquisition of constructive behavioral strategies. The results of the formative experiment confirmed statistically significant favorable changes in the principal target psychological characteristics, as well as in a number of indicators of students' subjective well-being and quality of life⁸⁹. These findings confirmed the effectiveness of the psychological intervention with respect to its principal target characteristics, substantiated the applicability of the TPG *Lóngfèng* within student psychological support services, and provided the basis for formulating practical recommendations for the psychological services of higher education institutions.

Taken together, the theoretical and empirical results obtained support the conclusion that **the principal research hypothesis was broadly confirmed**. It was established that self-confidence, assertiveness, positive self-attitude, and life satisfaction constitute an interrelated system of psychological characteristics of significance for students' personal well-being, which is empirically manifested through indicators of subjective well-being and quality of life. A differentiated predictive role was identified for the psychological characteristics under investigation, which is reflected in the author's empirical model. The results of the formative experiment further confirmed that participation in the author-developed transformational psychological game *Lóngfèng* is accompanied by statistically significant favorable

⁸⁶ РОЩУПКИНА, Д., РУЧАК, С. Соотношение уверенности в себе и психологического благополучия у студентов высших учебных заведений. In: EcoSoEn, 2019, nr. 1-2, pp. 139-150. ISSN 2587-344X. https://ibn.idsi.md/ro/vizualizare_articol/83451

⁸⁷ РОЩУПКИНА, Диана. Социальная идентичность и субъективное благополучие студентов. In: Integrare prin cercetare și inovare: Științe sociale, 7-8 noiembrie 2024, Chișinău. Chisinau, Republica Moldova: Centrul Editorial-Poligrafic al Universității de Stat din Moldova, 2024, SS, pp. 434-441. ISBN 978-9975-62-687-3. ISBN (pdf) 978-9975-62-799-3.

⁸⁸ РОЩУПКИНА, Диана. Геймификация образовательного процесса как фактор развития академической мотивации и психологического благополучия. In: Asistența psihologică la etapa contemporană: realități și perspective, Ed. 6, 24-25 octombrie 2025, Bălți. Bălți: Universitatea de Stat „Alecu Russo” din Bălți, 2025, Ediția 6, pp. 492-498. ISBN (pdf) ISBN 978-9975-50-371-6

⁸⁹ ROSHCHUPKINA DIANA. Gamification and transformational games as a resource for students' personal well-being. In: Annali D'italia, 2025, vol. 71, pp. 63-66. ISSN 3572-2436. DOI: <https://doi.org/10.5281/zenodo.17223926>

changes in the principal target psychological characteristics and in certain indicators of students' subjective well-being and quality of life.

The results obtained, which contribute to the resolution of an important scientific problem, consist in the theoretical and empirical substantiation of students' personal well-being through the development of the author's conceptual and empirical models of the relationships among self-confidence, assertiveness, positive self-attitude, life satisfaction, subjective well-being, and quality of life. A further substantial outcome of the research is the creation and experimental validation of the author-developed transformational psychological game *Lóngfèng* as a psychological intervention aimed at fostering the psychological characteristics under investigation. The findings made it possible to clarify the nature of the relationships between psychological resources and indicators of students' personal well-being, to confirm the effectiveness of the intervention with respect to its principal target characteristics, to expand the scientific and methodological resources available for student psychological support, and to establish a basis for implementing the research findings within the psychological services of higher education institutions.

The scientific novelty and originality of the results obtained consist in the development and theoretical-empirical substantiation of the author's conceptual and empirical models of students' personal well-being, which integrate the relationships of positive self-attitude, self-confidence, and assertiveness as personal psychological resources with life satisfaction, subjective well-being, and quality of life; in the clarification of the content of students' personal well-being as an integral psychological construct and the empirical determination of the nature of the relationships among the psychological characteristics under investigation; in the identification of their differentiated predictive significance and the development of a socio-psychological profile of students with a high level of personal well-being; and in the creation and experimental validation of the author-developed transformational psychological game *Lóngfèng* as a psychological intervention aimed at fostering the psychological characteristics under investigation. The findings extend current understanding of the system of characteristics associated with students' personal well-being and create opportunities for their practical application in the psychological support of students in higher education institutions.

The theoretical significance of the research consists in advancing scientific understanding of students' personal well-being by integrating propositions from personality psychology, positive psychology, and the psychology of well-being in the development of the author's conceptual and empirical models, which capture the patterns of relationships among self-confidence, assertiveness, positive self-attitude, life satisfaction, subjective well-being, and quality of life. The findings clarify the content of students' personal well-being as an integral psychological construct, specify the functional status of the psychological characteristics under investigation, deepen theoretical understanding of the patterns associated with personal well-being during the student years, and establish a theoretical and methodological foundation for further research and for the development of student psychological support programs.

The practical significance of the research consists in the development, experimental validation, and scientific substantiation of the author-developed transformational psychological game *Lóngfèng* as a psychological intervention aimed at fostering students' self-confidence, assertiveness, positive self-attitude, and life satisfaction. Practical value also attaches to the linguistic adaptation and psychometric evaluation of two psychodiagnostic instruments for use with Russian-speaking student populations. The conceptual and empirical models developed, the psychodiagnostic instruments, the author-developed psychological intervention, and the practical recommendations provide a basis for improving student psychological support in higher education institutions, for designing and delivering psychological support programs, for conducting personal development training and psychological counseling, and for the professional training of psychologists and educators.

Validation and implementation of the research results. The principal propositions and results of the research were discussed at meetings of the Department of Psychology and Educational Sciences of the Free International University of Moldova (ULIM) and were used in teaching courses in social psychology and organizational psychology. Selected results have been implemented in the practice of student psychological support and validated through delivery of the author-developed TPG *Lóngfèng*. The research results were presented at international scientific conferences and at scientific conferences with international participation in the Republic of Moldova and abroad. Sixteen scientific works have been published on the

topic of the dissertation, including six articles in peer-reviewed scientific journals, one of which appeared in a journal indexed in the Scopus database, and ten publications in conference proceedings.

On the basis of the research findings, the following **recommendations** are proposed.

1. The psychological services of higher education institutions are advised to use the TPG *Lóngfèng* in programs of psychological support, adaptation, and personal development for students, in order to foster self-confidence, assertiveness, positive self-attitude, and life satisfaction, taking into account students' individual characteristics and current psychological needs.
2. The management and administrative units of higher education institutions are advised to ensure coordination among psychological services, deans' offices, academic departments, and student self-government bodies in implementing programs designed to create a supportive educational environment, develop personal resources, and enhance student well-being.
3. Instructors in psychological and psycho-pedagogical disciplines are advised to draw on the research findings in teaching social psychology, personality psychology, the psychology of well-being, occupational psychology, and organizational psychology, as well as in conducting practical classes and training sessions aimed at students' self-knowledge and the development of their personal resources.
4. Practicing psychologists and counseling psychologists are advised to use the set of psychodiagnostic instruments employed in the research to assess self-confidence, assertiveness, positive self-attitude, life satisfaction, subjective well-being, and quality of life, and to take the resulting findings into account when designing individual and group programs of student psychological support.
5. Specialists using transformational psychological games are advised to employ the TPG *Lóngfèng* only with appropriate specialized training, to adhere to the prescribed procedure for its delivery, to ensure a psychologically safe environment, to organize reflection, and to interpret the results of the psychological intervention appropriately.
6. Researchers are advised to use the conceptual and empirical models developed here as a theoretical and methodological foundation for further study of personal well-being and its psychological factors and mechanisms across different age, occupational, and sociocultural groups.

Limitations of the research relate to its having been conducted with a sample of students from higher education institutions in the Republic of Moldova, which restricts the direct generalization of the findings to other age, occupational, and sociocultural groups. Further longitudinal research is required to evaluate the durability of the changes achieved. In addition, students' personal well-being is associated not only with the psychological characteristics examined here but also with other personal, social, and environmental factors that warrant further study.

Prospects for further research relate to expanding and diversifying the sample, conducting longitudinal research on the durability of the identified relationships and of the changes associated with the psychological intervention, examining additional factors in personal well-being, and adapting the models developed and the TPG *Lóngfèng* for other age, occupational, and sociocultural groups.

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66. ТОЛСТАЯ, С. Субъективное благополучие как фактор самоактуализации домохозяек среднего возраста. In: *Studia Universitatis Moldaviae*, 2008, nr. 9(19), pp. 204–207. ISSN 1857-2103.
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V. LIST OF SCIENTIFIC PUBLICATIONS ON THE TOPIC OF THE DOCTORAL DISSERTATION BY РОЩУПКИНА ДИАНА

2. Articles in scientific journals:
 - 2.2. in journals indexed in other databases recognized by ANACEC (with the database indicated)
 1. ROSHCHUPKINA, D. Gamification and transformational games as a resource for students' personal well-being. In: *Annali D'Italia*, 2025, vol. 71, pp. 63–66. ISSN 3572-2436. <https://doi.org/10.5281/zenodo.17223926>. Indexed in the databases: Google Scholar, Index Copernicus
 2. RUSNAC, S., ROȘCIUPCHIN, D. The Influence of Social and Demographic Characteristics on Modern Students' Self-confidence and Assertiveness. In: *Revista de Cercetare și Intervenție Socială*, 2023, vol. 81, pp. 7–24. ISSN 1583-3410. <https://doi.org/10.33788/rcis.81.1>. Indexed in the databases: SCOPUS, Index Copernicus, CEEOL
 - 2.3. in journals included in the National Register of Specialized Scientific Journals (with the category indicated)
 3. РОЩУПКИНА, Д. Влияние социально-демографических факторов на качество жизни современных студентов. In: *EcoSoEn*, 2023, nr. 1, pp. 113–121. ISSN 2587-344X. Journal (Category B). Indexed in the databases: CEEOL, DOAJ, IBN, Index Copernicus, Munich Personal RePEc Archive (MPRA), Academia.edu. https://ibn.idsi.md/ro/vizualizare_articol/174731
 4. РОЩУПКИНА, Д. Влияние социально-демографических факторов на самоотношение студентов. In: *Psihologie, revista științifico-practică*, 2023, nr. 1(42), pp. 83–95. ISSN 1857-2502. Journal (Category B). Indexed in the databases: CEEOL, DOAJ, IBN, Index Copernicus, ERIH. https://ibn.idsi.md/ro/vizualizare_articol/182346
 5. РОЩУПКИНА, Д. Влияние социально-демографических характеристик на уверенность в себе современных студентов. In: *EcoSoEn*, 2022, nr. 3–4, pp. 143–148. ISSN 2587-344X. Journal (Category B). Indexed in the databases: CEEOL, DOAJ, IBN, Index Copernicus, Munich Personal RePEc Archive (MPRA), Academia.edu. https://ibn.idsi.md/ro/vizualizare_articol/168856
 6. РОЩУПКИНА, Д., РУСНАК, С. Соотношение уверенности в себе и психологического благополучия у студентов высших учебных заведений. In: *EcoSoEn*, 2019, nr. 1–2, pp. 139–150. ISSN 2587-344X. Journal (Category B). Indexed in the databases: CEEOL, DOAJ, IBN, Index Copernicus, Munich Personal RePEc Archive (MPRA), Academia.edu. https://ibn.idsi.md/ro/vizualizare_articol/83451
3. Articles in the proceedings of conferences and other scientific events:
 - 3.2. in the proceedings of scientific events indexed in other databases recognized by ANACEC
 7. РОЩУПКИНА, Д. Качество жизни современных студентов: Теоретические аспекты. In: *Современные тенденции в науке и образовании*. София, 2019. ISBN 978-619-93537-5-2.
 8. РОЩУПКИНА, Д. Уверенность в себе и самооценка современных студентов. In: *Вопросы науки и образования: Теоретические и практические аспекты*. Прага, 2019. <https://www.elibrary.ru/item.asp?id=376028298>

3.3. in the proceedings of scientific events included in the Register of Published Proceedings of Scientific Events Organized in the Republic of Moldova

9. РОЩУПКИНА, Д. Геймификация образовательного процесса как фактор развития академической мотивации и психологического благополучия. In: *Asistența psihologică la etapa contemporană: realități și perspective*, Ed. 6, 24–25 octombrie 2025, Bălți. Bălți: Universitatea de Stat „Alec Russo” din Bălți, 2025, pp. 492–498. ISBN (pdf) 978-9975-50-371-6. https://ibn.idsi.md/ro/vizualizare_articol/250469
10. ROSCIUPKIN, D. Self-confidence as a psychological construct: theoretical foundations and development strategies. In: *The contemporary issues of the socio-humanistic sciences*, Ed. 15, 13–14 martie 2025, Chișinău. Chișinău: „Print-Caro” SRL, 2025, pp. 163–173. ISBN 978-5-85748-157-8. https://ibn.idsi.md/ro/vizualizare_articol/228605
11. РОЩУПКИНА, Д. Социальная идентичность и субъективное благополучие студентов. In: *Asistența psihologică la etapa contemporană: realități și perspective*, Ed. 5, 25–26 octombrie 2024, Bălți. Bălți, Republica Moldova: Universitatea de Stat „Alec Russo” din Bălți, 2024, Ediția 5, pp. 224–230. ISBN (pdf) 978-9975-50-344-0. https://ibn.idsi.md/en/vizualizare_articol/227241
12. ROȘCIUPCHIN, D. The relationship between self-worth and subjective well-being. In: *The contemporary issues of the socio-humanistic sciences*, Ed. 14, 7–8 decembrie 2023, Chișinău. Chișinău: „Print-Caro” SRL, 2023, pp. 55–56. ISBN 978-9975-180-25-2. https://ibn.idsi.md/ro/vizualizare_articol/199812
13. РОЩУПКИНА, Д. Влияние социально-демографических факторов на асертивность современных студентов. In: *Asistența psihologică la etapa contemporană: realități și perspective*, Ed. 1, 21 octombrie 2022, Bălți. Bălți: CEP UPS „I. Creangă”, 2022, pp. 389–394. https://ibn.idsi.md/ro/vizualizare_articol/170236
14. ROȘCIUPCHIN, Diana. The influence of socio-demographic characteristics on life satisfaction of modern students. In: *The contemporary issues of the socio-humanistic sciences*, Ed. 13, 1–2 decembrie 2022, Chișinău. Chișinău: “Print-Caro” SRL, 2022, Ediția 13, p. 58. ISBN 978-9975-165-26-6. Google Scholar, Crossref, CERIF, DataCite, Dublin Core. https://ibn.idsi.md/ro/vizualizare_articol/175614
15. ROȘCIUPCHIN, D. Studying the interrelation between self-esteem and life satisfaction in contemporary students. In: *Contemporary methodological guidelines and practices in social sciences*, 17–18 octombrie 2019, Chișinău. Chișinău: „Print-Caro” SRL, 2019, pp. 49–50. ISBN 978-9975-56-693-3. https://ibn.idsi.md/ro/vizualizare_articol/86554

ADNOTARE

Roșciupchin Diana. Încrederea în sine, atitudinea față de sine și satisfacția față de viața ale studenților în contextul bunăstării personale. Teză de doctor în psihologie, Chișinău, 2026.

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 415 surse, 5 anexe, 158 de pagini de text de bază, 33 de figuri, 10 tabele. Rezultatele cercetării sunt publicate în 16 lucrări științifice.

Cuvinte-cheie: asertivitate, calitatea vieții, bunăstare personală, joc psihologic transformațional „Lóngfèng”, atitudine față de sine, studenți, bunăstare subiectivă, încredere în sine, satisfacție față de viață.

Scopul cercetării: identificarea particularităților relațiilor dintre încrederea în sine, asertivitate, atitudinea pozitivă față de sine, satisfacția față de viață, bunăstarea subiectivă și calitatea vieții studenților, determinarea rolului acestora în structura bunăstării personale și evaluarea eficienței jocului psihologic transformațional „Lóngfèng”, elaborat de autoare, ca mijloc de intervenție psihologică orientată spre dezvoltarea acestor caracteristici psihologice și creșterea nivelului bunăstării subiective și al calității vieții studenților.

Obiectivele cercetării: analiza teoretică a conceptelor contemporane privind încrederea în sine, atitudinea pozitivă față de sine și satisfacția față de viață în rândul studenților, argumentarea rolului bunăstării subiective și al calității vieții în explicarea conținutului bunăstării personale și elaborarea modelului conceptual al acesteia; investigarea empirică a particularităților manifestării încrederii în sine, asertivității, atitudinii pozitive față de sine, satisfacției față de viață, bunăstării subiective și calității vieții studenților, precum și identificarea influenței factorilor socio-demografici și educaționali asupra caracteristicilor psihologice investigate; cercetarea relațiilor dintre caracteristicile psihologice investigate, determinarea valorii lor predictive în structura bunăstării personale și elaborarea modelului empiric; elaborarea și validarea experimentală a jocului psihologic transformațional „Lóngfèng”, ca mijloc de intervenție psihologică, evaluarea eficienței acestuia prin dinamica indicatorilor bunăstării subiective și ai calității vieții studenților și elaborarea recomandărilor practice privind implementarea rezultatelor cercetării.

Noutatea și originalitatea științifică a rezultatelor obținute constau în elaborarea și fundamentarea teoretico-empirică a modelului de autor al bunăstării personale a studenților, care integrează atitudinea pozitivă față de sine, încrederea în sine și asertivitatea, în calitate de resurse psihologice, cu indicatorii satisfacției față de viață, bunăstării subiective și calității vieții; precizarea conținutului bunăstării personale ca construct psihologic integrativ; identificarea valorii predictive diferențiate a caracteristicilor investigate și elaborarea profilului socio-psihologic al studentului cu un nivel ridicat al bunăstării personale; elaborarea și testarea experimentală a jocului psihologic transformațional autoral „Lóngfèng”, orientat spre dezvoltarea resurselor psihologice și creșterea indicatorilor bunăstării personale a studenților.

Rezultatele obținute, care contribuie la soluționarea unei probleme științifice importante, constau în fundamentarea teoretică și empirică a modelului conceptual și empiric al bunăstării personale a studenților, precum și în elaborarea și validarea experimentală a jocului psihologic transformațional „Lóngfèng”, ca mijloc de intervenție psihologică orientat spre dezvoltarea bunăstării personale a studenților, fapt care a permis clarificarea mecanismelor psihologice ale formării acesteia și extinderea posibilităților științifico-metodice ale asigurării suportului psihologic al studenților.

Semnificația teoretică a cercetării constă în dezvoltarea cunoștințelor științifice privind bunăstarea personală a studenților prin elaborarea modelului conceptual și empiric, care precizează conținutul acestui construct și legitățile relațiilor dintre principalele sale componente psihologice.

Valoarea aplicativă a cercetării constă în elaborarea, validarea experimentală și fundamentarea științifică a jocului psihologic transformațional „Lóngfèng”, în adaptarea și validarea metodelor psihodiagnostice, precum și în crearea bazei științifico-metodice pentru asigurarea suportului psihologic al studenților în instituțiile de învățământ superior.

Aprobarea și implementarea rezultatelor. Rezultatele cercetării au fost implementate în procesul de învățământ și în practica de asigurare a suportului psihologic al studenților din cadrul Universității Libere Internaționale din Moldova (ULIM), au fost validate experimental prin utilizarea jocului psihologic transformațional „Lóngfèng”, prezentate în cadrul conferințelor științifice naționale și internaționale și publicate în 16 lucrări științifice, inclusiv 6 articole în reviste științifice recenzate (dintre care unul într-o revistă indexată în baza de date internațională Scopus).

АННОТАЦИЯ

Рощупкина Диана. Уверенность в себе, самоотношение и удовлетворённость жизнью студентов в контексте личностного благополучия. Диссертация на соискание ученой степени доктора психологии, Кишинэу, 2026

Структура диссертации: введение, три главы, общие выводы и рекомендации, библиография, состоящая из 415 источников, 5 приложений, 158 страниц основного текста, 33 рисунка, 10 таблиц. Результаты исследований опубликованы в 16 научных работах.

Ключевые слова: ассертивность, качество жизни, личностное благополучие, психологическая трансформационная игра «Lóngfèng», самоотношение, студенты, субъективное благополучие, уверенность в себе, удовлетворённость жизнью.

Цель исследования: выявить особенности взаимосвязей уверенности в себе, ассертивности, позитивного самоотношения, удовлетворённости жизнью, субъективного благополучия и качества жизни студентов, определить их роль в структуре личностного благополучия и оценить эффективность авторской психологической трансформационной игры «Lóngfèng» как средства психологической интервенции, направленной на развитие указанных психологических характеристик и повышение показателей субъективного благополучия и качества жизни студентов.

Задачи исследования: провести теоретический анализ современных концепций уверенности в себе, позитивного самоотношения и удовлетворённости жизнью студентов, обосновать роль субъективного благополучия и качества жизни в раскрытии содержания личностного благополучия и разработать его концептуальную модель; эмпирически исследовать особенности проявления уверенности в себе, ассертивности, позитивного самоотношения, удовлетворённости жизнью, субъективного благополучия и качества жизни студентов, а также выявить влияние социально-демографических и образовательных факторов на исследуемые психологические характеристики; исследовать взаимосвязи исследуемых психологических характеристик, определить их предикторную значимость в структуре личностного благополучия и построить эмпирическую модель; разработать и апробировать авторскую психологическую трансформационную игру «Lóngfèng» как средство психологической интервенции, оценить её эффективность по динамике показателей субъективного благополучия и качества жизни студентов и разработать практические рекомендации по внедрению результатов исследования.

Научная новизна и оригинальность полученных результатов заключаются в разработке и теоретико-эмпирическом обосновании авторской модели личностного благополучия студентов, интегрирующей позитивное самоотношение, уверенность в себе и ассертивность как психологические ресурсы с показателями удовлетворённости жизнью, субъективного благополучия и качества жизни; уточнении содержания личностного благополучия как интегрального психологического конструкта; выявлении дифференцированной прогностической значимости исследуемых характеристик и разработке социально-психологического профиля студента с высоким уровнем личностного благополучия; создании и экспериментальной апробации авторской психологической трансформационной игры «Lóngfèng», направленной на развитие психологических ресурсов и повышение показателей личностного благополучия студентов.

Полученные результаты, способствующие решению важной научной проблемы, состоят в теоретическом и эмпирическом обосновании авторской концептуальной и эмпирической модели личностного благополучия студентов, а также в создании и экспериментальной апробации психологической трансформационной игры «Lóngfèng» как средства психологической интервенции, направленной на развитие личностного благополучия студентов, что позволило уточнить механизмы его формирования и расширить научно-методические возможности психологического сопровождения студентов.

Теоретическое значение исследования заключается в развитии научных представлений о личностном благополучии студентов посредством разработки авторской концептуальной и эмпирической модели, уточняющей содержание данного конструкта и закономерности взаимосвязей его основных психологических компонентов.

Практическое значение исследования заключается в разработке, экспериментальной апробации и научном обосновании авторской психологической трансформационной игры «Lóngfèng», адаптации и валидации психодиагностических методик, а также создании научно-методической основы для психологического сопровождения студентов в учреждениях высшего образования.

Внедрение научных результатов. Результаты исследования внедрены в учебный процесс и практику психологического сопровождения студентов Международного независимого университета Молдовы (ULIM), апробированы при использовании авторской психологической трансформационной игры «Lóngfèng», представлены на международных и национальных научных конференциях и опубликованы в 16 научных работах, включая 6 статей в рецензируемых научных журналах (одна в журнале, индексируемом в Scopus).

ANNOTATION

Diana Roşciupchin. Self-confidence, Self-attitude, and Life Satisfaction among Students in the Context of Personal Well-being. Doctoral Dissertation in Psychology. Chişinău, 2026.

Dissertation structure: introduction, three chapters, general conclusions and recommendations, a bibliography comprising 415 references, 5 appendices, 158 pages of the main text, 33 figures, and 10 tables. The research findings have been published in 16 scientific publications.

Keywords: assertiveness, quality of life, personal well-being, *Lóngfèng* transformational psychological game, self-attitude, students, subjective well-being, self-confidence, life satisfaction.

Aim of the research: to identify the characteristics of the relationships among self-confidence, assertiveness, positive self-attitude, life satisfaction, subjective well-being, and quality of life among students; to determine their role in the structure of personal well-being; and to evaluate the effectiveness of the author-developed transformational psychological game *Lóngfèng* as a psychological intervention designed to promote these psychological characteristics and enhance students' subjective well-being and quality of life.

Research objectives: to conduct a theoretical analysis of contemporary concepts of self-confidence, positive self-attitude, and life satisfaction among students; to substantiate the role of subjective well-being and quality of life in explaining the construct of personal well-being and to develop its conceptual model; to empirically investigate the manifestations of self-confidence, assertiveness, positive self-attitude, life satisfaction, subjective well-being, and quality of life among students, as well as to identify the influence of socio-demographic and educational factors on the psychological characteristics under study; to examine the relationships among the psychological characteristics under investigation, determine their predictive value within the structure of personal well-being, and develop an empirical model; to develop and experimentally validate the author-developed transformational psychological game *Lóngfèng* as a psychological intervention, evaluate its effectiveness through changes in students' subjective well-being and quality of life indicators, and formulate practical recommendations for the implementation of the research findings.

Scientific novelty and originality of the obtained results consist in the development and theoretical and empirical substantiation of an original model of students' personal well-being, integrating positive self-attitude, self-confidence, and assertiveness as psychological resources with indicators of life satisfaction, subjective well-being, and quality of life; clarification of the conceptual content of personal well-being as an integrative psychological construct; identification of the differential predictive value of the characteristics investigated and development of a socio-psychological profile of students with a high level of personal well-being; and development and experimental testing of the original psychological transformational game *Lóngfèng*, aimed at enhancing psychological resources and improving indicators of students' personal well-being.

The obtained results contributing to the solution of an important scientific problem consist in the theoretical and empirical substantiation of the author's conceptual and empirical model of students' personal well-being, as well as in the development and experimental validation of the transformational psychological game *Lóngfèng* as a psychological intervention aimed at fostering students' personal well-being, which has made it possible to clarify the mechanisms underlying its formation and to expand the scientific and methodological possibilities for providing psychological support to students.

Theoretical significance of the research lies in advancing scientific knowledge on students' personal well-being through the development of the author's conceptual and empirical model, which clarifies the content of this construct and the patterns of relationships among its principal psychological components.

Practical significance of the research lies in the development, experimental validation, and scientific substantiation of the author-developed transformational psychological game *Lóngfèng*, the adaptation and validation of psychodiagnostic instruments, and the establishment of a scientific and methodological framework for providing psychological support to students in higher education institutions.

Implementation of the research results. The research findings have been implemented in the educational process and in psychological support practices for students at the Free International University of Moldova (ULIM). They have been experimentally validated through the application of the author-developed transformational psychological game *Lóngfèng*, presented at national and international scientific conferences, and published in 16 scientific publications, including six articles in peer-reviewed journals, one of which is indexed in Scopus.

FREE INTERNATIONAL UNIVERSITY OF MOLDOVA

Manuscript:

C.Z.U: 316.6:159.9(043.2)

ROȘCIUPCHIN DIANA

**STUDENTS' SELF-CONFIDENCE, SELF-ATTITUDE, AND LIFE
SATISFACTION IN THE CONTEXT OF PERSONAL WELL-BEING**

511.03 – SOCIAL PSYCHOLOGY

ABSTRACT

of the doctoral dissertation in psychology

CHIȘINĂU, 2026

ROȘCIUPCHIN DIANA

**STUDENTS' SELF-CONFIDENCE, SELF-ATTITUDE, AND LIFE SATISFACTION IN
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511.03 – SOCIAL PSYCHOLOGY

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Summary of the dissertation submitted for the degree of Doctor of Psychology

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