

**Factor structure of the psychological well-being  
of pupils in general secondary education institutions****Olena Dziubenko\***

PhD in Psychology, Associate Professor

Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine

04070, 15 Andriivska Str., Kyiv, Ukraine

<https://orcid.org/0000-0003-1053-2492>

**Abstract.** Investigating pupils' psychological well-being as a multidimensional phenomenon is of considerable importance for the development of psychological and educational science, particularly in the context of analysing its structure and supporting the practical implementation of the New Ukrainian School reform, which is aimed at creating a favourable environment for learning and development. The aim of this article was to present the findings of an empirical study of the factor structure of the psychological well-being of pupils in general secondary education institutions. The study was conducted using a sample of Year 5 and Year 6 pupils. Data were collected through an author-designed online questionnaire containing statements intended to assess pupils' perceptions of how well their psychological well-being was supported within the educational environment. Responses were rated on a 10-point scale (1 = "strongly disagree", 10 = "strongly agree"). Empirical data were analysed using factor analysis with principal component extraction and Varimax rotation. The suitability of the data for factor analysis was confirmed by the KMO measure (0.972) and a statistically significant result of Bartlett's test of sphericity ( $p < 0.001$ ). The analysis identified four factors that together explained 68.5% of the total variance: personal development and attitudes towards learning; the quality of interaction between pupils and teachers; the socio-psychological climate of the pupil group; and pupils' engagement in school life. Pupils' psychological well-being was conceptualised as an integrative phenomenon reflecting the distinctive features of their psychological functioning within the educational environment. It is manifested through the fulfilment of pupils' needs for personal growth and successful social interaction and is subjectively expressed through satisfaction with learning in general secondary education institutions. Its development is facilitated by the enhancement of pupils' personal potential, trusting relationships with teachers, the cohesion of the pupil group, and active participation in school events and student self-government activities

**Keywords:** pupils' psychological well-being; personal development; social interaction; socio-psychological climate; pupil engagement; democratisation of the educational environment; New Ukrainian School

**INTRODUCTION**

The implementation of the New Ukrainian School (NUS) reform has highlighted the need to create a safe, supportive, and inclusive educational environment in which high-quality learning is combined with the promotion of pupils' well-being. The reform seeks to modernise general secondary education through the democratisation of the educational environment, the

implementation of a competence-based approach, and the development of cultural and moral values, civic awareness, responsibility, patriotism, readiness for innovation, and positive attitudes towards education and lifelong learning. At the same time, considerable emphasis is placed on fostering pupils' personal potential, successful socialisation, and self-realisation, which are

**Article's History:** Received: 23.01.2026 Revised: 30.04.2026 Accepted: 28.05.2026 Published: 30.06.2026

**Suggested Citation:**

Dziubenko, O. (2026). Factor structure of the psychological well-being of pupils in general secondary education institutions. *Scientific Studios on Social and Political Psychology*, 32(1), 83-91. doi: 10.61727/ssspj/1.2026.83



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

\*Corresponding author ([lena4716@gmail.com](mailto:lena4716@gmail.com))

regarded in the scholarly literature as fundamental to psychological well-being. The limited number of empirical studies examining this phenomenon in educational settings highlights the need for more comprehensive investigation. A deeper understanding of pupils' psychological well-being as a multidimensional construct therefore represents an important task for contemporary educational and psychological research, contributing to the development of a learning environment that supports both education and personal development in line with the principles of the NUS reform.

The research literature demonstrates a wide range of approaches to the study of psychological well-being; however, personal and socio-psychological dimensions remain central to its conceptualisation. C. Ryff & B. Singer (2008), O. Polivanova & O. Huliaieva (2015), and R. Ryan & E. Deci (2017) argued that psychological well-being is closely associated with positive psychological functioning within the social environment. N. Karagina (2019) emphasised the importance of integrating hedonic and eudaimonic perspectives to achieve a comprehensive understanding of psychological well-being by combining emotional satisfaction with the development of personal potential and agency. F. Martela *et al.* (2022) highlighted the role of inner coherence supported by personal resources, while A. Waterman (1993) emphasised the importance of agency and the pursuit of personal development alongside harmonious interaction with the surrounding world. E. Diener *et al.* (1999) associated psychological well-being with subjective life satisfaction and satisfaction with oneself, whereas K. Sanko (2016) linked it to successful social functioning, reflected in a sense of belonging to a community and awareness of one's contribution to social processes. The study of psychological well-being has become particularly relevant within educational contexts, as educational attainment constitutes an important condition for its development, as noted by S. Chaudhry *et al.* (2024). Research on the psychological well-being of learners frequently employs Ryff's multidimensional model, which conceptualises well-being through six dimensions: self-acceptance, autonomy, environmental mastery, purpose in life, personal growth, and positive relationships with others (Guamanga *et al.*, 2024). Studies by P. Klainin Yobas *et al.* (2016), M. Shpak (2016), and G. Sarzhanova & A. Nurgabdeshev (2025) further emphasise the decisive role of individual factors, including emotional intelligence, mindfulness, self-efficacy, motivation, and resilience, together with support from the social environment, including family, friends, and other significant individuals.

The period of general secondary education is characterised by intensive personal development and socialisation, both of which play a crucial role in shaping and promoting pupils' psychological well-being. The literature review confirmed the multidimensional

nature of pupils' psychological well-being and identified two principal groups of influencing factors: personal and socio-psychological. The empirical operationalisation and validation of these factors are essential for gaining a deeper understanding of the structure of pupils' psychological well-being and for developing practical approaches to its promotion, particularly within the context of the ongoing implementation of the New Ukrainian School reform. Accordingly, the aim of this article was to present the findings of an empirical study examining the factor structure of the psychological well-being of pupils in general secondary education institutions.

## MATERIALS AND METHOD

Pupils' psychological well-being is conceptualised as a multidimensional, integrative phenomenon grounded in the development of personal potential and positive interpersonal relationships within the school environment. The development of personal potential forms the internal foundation of well-being by satisfying the need for personal growth, which is reflected in the development of autonomy, environmental mastery, purpose in life, self-acceptance, psychological resilience, mindfulness, self-care, and optimism. The development of interpersonal relationships provides the social foundation of psychological well-being through positive relationships with others, social contribution, social integration, social acceptance, and congruence with the values of the educational environment (Dziubenko, 2024). To clarify the structure of pupils' psychological well-being, an empirical study was conducted to identify the latent factors representing its principal components.

The study involved 499 Year 5 and Year 6 pupils from general secondary education institutions in the Zaporizhzhia and Volyn regions and the city of Kyiv. Empirical data were collected using an online questionnaire created in Google Forms, comprising statements developed in accordance with two key criteria for assessing psychological well-being: the development of personal potential and interpersonal relationships. Respondents rated each statement on a ten-point scale, where 1 indicated strongly disagree and 10 indicated strongly agree. Data were analysed using factor analysis with principal component extraction and Varimax rotation with Kaiser normalisation. Sampling adequacy was assessed using the Kaiser-Meyer-Olkin (KMO) measure, while the sphericity of the correlation matrix was evaluated using Bartlett's test of sphericity. Statistical analyses were performed using SPSS Statistics 21.0 and Microsoft Excel 365. Participation in the empirical stages of the study was voluntary, confidential, and anonymous. The ethical principles of the research were consistent with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2017).

## RESULTS AND DISCUSSION

Factor analysis identified four factors that together explained 68.54% of the total variance. The first factor (21.896%) – “Pupils’ personal development and attitudes to learning”, the second (14.790%) – “Quality of pupils’ relationships with teachers”, the third (11.740%) – “The socio-psychological climate of the student group”, and the fourth (11.704%) – “Pupils’ involvement in the life of the educational institution”. Factor rotation using the Varimax method with Kaiser normalisation converged after 8 iterations, ensuring the clarity of interpretation of the factor loadings (FL). A high Kaiser-Meyer-Olkin (KMO = 0.972) value

confirmed the suitability of the data for factor analysis, whilst Bartlett’s sphericity test ( $\chi^2 = 16,519.273$ ;  $df = 946$ ;  $p < 0.000$ ) confirmed the presence of statistically significant correlations between the variables. Taken together, these indicators confirmed that the data met the requirements for factor analysis and that the resulting structure was reliable. For the purposes of interpretation, only items with factor loadings (FL)  $> 0.4$  were considered, in line with the significance criterion accepted in psychological research (Klymchuk, 2006). The items and their factor loadings characterising the first factor, “Pupils’ personal development and attitude to learning”, are presented in Table 1.

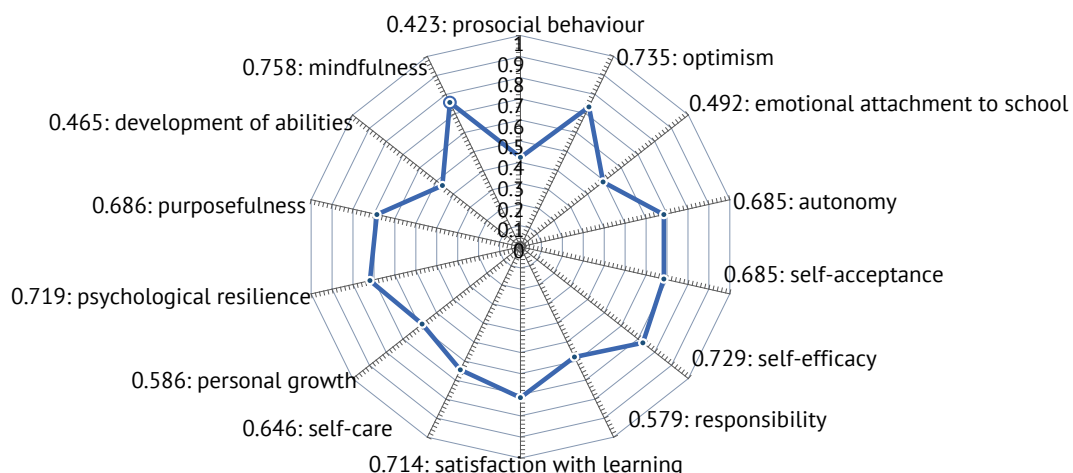
**Table 1.** Factor: “Pupils’ personal development and attitudes to learning”

| Factor 1                                                    | Statement                                                                            | FL    |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------|-------|
| Pupils’ personal development and attitudes towards learning | 1. At school, I am learning to understand myself, my feelings and my actions better  | 0.758 |
|                                                             | 2. School helps me to have a more positive outlook on life                           | 0.735 |
|                                                             | 3. School gives me confidence in my potential and abilities                          | 0.729 |
|                                                             | 4. At school, I am learning to cope with life’s challenges                           | 0.719 |
|                                                             | 5. I enjoy learning at school and attend with pleasure                               | 0.714 |
|                                                             | 6. At school, I am becoming more determined and learning to achieve my goals         | 0.686 |
|                                                             | 7. At school, I am becoming more independent                                         | 0.685 |
|                                                             | 8. At school, I am learning to accept myself and to feel that I matter and am valued | 0.685 |
|                                                             | 9. At school, I am learning to look after myself                                     | 0.646 |
|                                                             | 10. I believe that school truly prepares me for independent life                     | 0.586 |
|                                                             | 11. At school, I become responsible and confident in my actions                      | 0.579 |
|                                                             | 12. During the holidays, I miss school                                               | 0.492 |
|                                                             | 13. I believe that my school provides everything I need to develop my abilities      | 0.465 |
|                                                             | 14. At school, I support those who need help                                         | 0.423 |

**Source:** the author’s own work

The factor “Pupils’ personal development and attitude to learning” brings together components that reflect the development of personal qualities and psychological resources important for pupils’ psychological well-being, as well as a positive attitude to learning as an integral part of ensuring this well-being within the educational environment. This factor

has the highest coefficient of variation – 21.896%, which confirms its leading role in the factor structure of schoolchildren’s psychological well-being and demonstrates the importance of personal development in shaping it. The substantive components of the factor are summarised and schematically presented in Figure 1.



**Figure 1.** Components of the factor “Pupils’ personal development and attitudes to learning”

**Source:** the author’s own work

The first factor (Fig. 1) is composed of the components with the highest factor loadings: self-awareness (0.758), optimism (0.735), self-efficacy (0.729), psychological resilience (0.719) and satisfaction with learning (0.714). Characteristics with moderate loadings (0.69-0.50) support its structure: goal-orientation (0.686), autonomy (0.685), self-acceptance (0.685), self-care (0.646), responsibility (0.579) and personal growth (0.586). Lower loadings (< 0.50) reflect emotional attachment to school (0.492), development of abilities (0.465) and prosocial behaviour (0.423). Overall, this factor demonstrates the comprehensive impact of

education on the development of schoolchildren's personal potential: from the formation of psychological resources and qualities to social orientations and emotional and value-based attachment to school. The combination of its components forms the internal foundation of psychological well-being, helping pupils to be confident in their own abilities, prepared for independent life, to have a positive attitude towards learning and the world, and to continually grow as individuals. Table 2 presents the statements and their factor loadings for the second factor, "Quality of pupils' relationships with teachers".

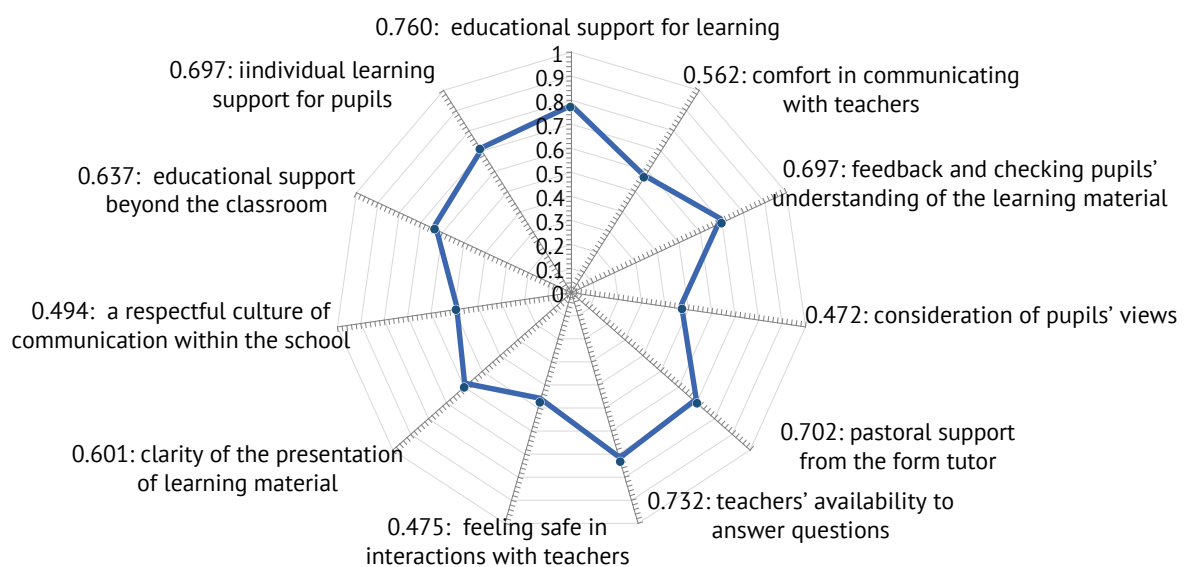
**Table 2.** Factor: "Quality of pupils' relationships with teachers"

| Factor 2                                                    | Statement                                                                                                                          | FL    |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------|
| The quality of the relationship between pupils and teachers | 1. If I make a mistake or do not know how to solve a problem, I can always get help from a teacher.                                | 0.760 |
|                                                             | 2. When I ask a question, teachers always find the time to answer it                                                               | 0.732 |
|                                                             | 3. I can always turn to my form tutor with any questions I may have                                                                | 0.702 |
|                                                             | 4. I can always ask a teacher about a task or problem I do not understand and get a thorough explanation                           | 0.697 |
|                                                             | 5. Teachers check whether we have understood the material, explain difficult examples and go over things again if anyone is unsure | 0.697 |
|                                                             | 6. I can turn to my teachers for advice and help on any matter                                                                     | 0.637 |
|                                                             | 7. Teachers explain the subject matter clearly and in a way that is easy to understand                                             | 0.601 |
|                                                             | 8. I find communicating with teachers comfortable and pleasant                                                                     | 0.562 |
|                                                             | 9. Communication at school is respectful                                                                                           | 0.494 |
|                                                             | 10. I feel safe when interacting with teachers                                                                                     | 0.475 |
|                                                             | 11. My point of view is taken into account at school                                                                               | 0.472 |

**Source:** the author's own work

The second factor, with a coefficient of variation of 14.5%, highlights the importance of pedagogical support, teachers' availability and a culture of communication

in the "pupil-teacher" relationship for the psychological well-being of learners. The content components of this factor are presented in Figure 2.



**Figure 2.** Components of the factor "Quality of pupil-teacher relationships"

**Source:** the author's own work

Factor 2, “Quality of pupil-teacher relationships”, is characterised by components with high factor loadings (0.760-0.697), highlighting the central role of teachers in providing learning support and fostering trust: educational support for learning (0.760), teachers’ availability to answer questions (0.732), mentoring support from the form tutor (0.702), individual learning support for pupils (0.697), and feedback and checking pupils’ understanding of the learning material (0.697). Components with moderate factor loadings (0.637-0.562) reflect the quality of pedagogical interaction and communication: educational support beyond the classroom (0.637), clarity of the presentation of learning material (0.601), and comfort in communicating with teachers (0.562). Components with lower factor loadings (< 0.50) complement the overall structure of the factor: a respectful culture of communication

within the school (0.494), feeling safe in interactions with teachers (0.475), and consideration of pupils’ views (0.472). This factor demonstrates the significant influence of pedagogical support and the culture of communication on pupils’ psychological well-being. The quality of pupils’ relationships with teachers extends beyond purely academic support, encompassing a broader spectrum of interactions that foster an atmosphere of trust, openness and psychological safety at school. It combines cognitive aspects (clarity of explanations, provision of feedback) with socio-emotional ones (comfort in communication, consideration of pupils’ views, culture of interaction), forming a holistic system of high-quality “pupil-teacher” interaction. Table 3 presents the FL indicators and statements characterising the third factor, “The socio-psychological climate of the student group”.

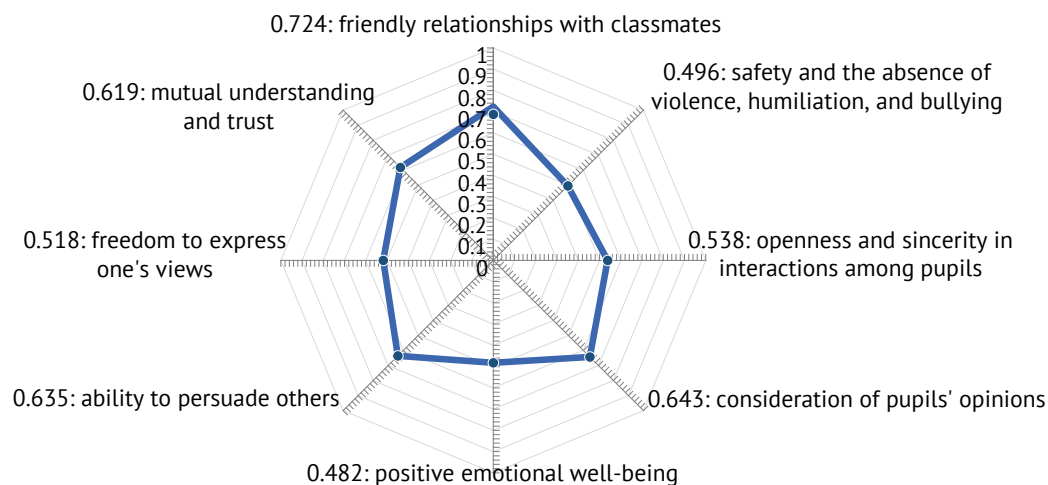
**Table 3.** Factor: “The socio-psychological climate of the student group”

| Factor 3                                           | Statement                                                                      | FL    |
|----------------------------------------------------|--------------------------------------------------------------------------------|-------|
| The socio-psychological climate of the pupil group | 1. I have friendly relationships with my classmates.                           | 0.724 |
|                                                    | 2. My views are taken into account at school.                                  | 0.643 |
|                                                    | 3. At school, I manage to convince others that I am right                      | 0.635 |
|                                                    | 4. Relationships at school are characterised by mutual understanding and trust | 0.619 |
|                                                    | 5. At school, I am open and sincere                                            | 0.538 |
|                                                    | 6. At school, I can always freely express my opinion                           | 0.518 |
|                                                    | 7. I am usually in a good mood at school                                       | 0.482 |
|                                                    | 8. There is no violence, humiliation or bullying at school                     | 0.469 |

**Source:** the author’s own work

The third factor (Table 3) characterises the quality of interpersonal relationships, trust, openness, emotional comfort and the absence of violence in the school environment. It encompasses friendly relationships, sincerity, mutual understanding, freedom of self-expression and a sense of security, which together create a positive atmosphere of communication, provide support and a sense of belonging, prevent manifestations of violence

and humiliation, and contribute to pupils’ psychological well-being in the educational environment. The coefficient of variation is 11.4%, which confirms its significance within the overall structure of pupils’ psychological well-being, although its contribution is somewhat lower compared with factors related to personal development and the quality of relationships with teachers. The components of this factor are shown in Figure 3.



**Figure 3.** Components of the factor “Socio-psychological climate of the pupil group”

**Source:** the author’s own work

The factor “Socio-psychological climate of the pupil group” is primarily defined by components with high factor loadings (0.724-0.619): friendly relationships with classmates (0.724), consideration of pupils’ views (0.643), the ability to persuade others (0.635), and mutual understanding and trust (0.619). Components with moderate factor loadings (0.538-0.518) emphasise the importance of openness and freedom of self-expression: openness and sincerity in interactions among pupils (0.538) and freedom to express one’s views (0.518). Components with lower factor loadings (< 0.50) complement the structure of the factor by reflecting pupils’

emotional well-being and sense of safety within the educational environment: positive emotional well-being (0.482) and safety and the absence of violence, humiliation, and bullying (0.469). Taken together, this factor integrates friendly relationships, trust, openness and a sense of safety, which ensure a positive classroom atmosphere and reflect the key components of pupils’ psychological well-being – a sense of belonging to the group, mutual support, a positive emotional state and the importance of friendly relationships. Table 4 presents the statements and their factor loadings, grouped according to the fourth factor, “Pupils’ involvement in school life”.

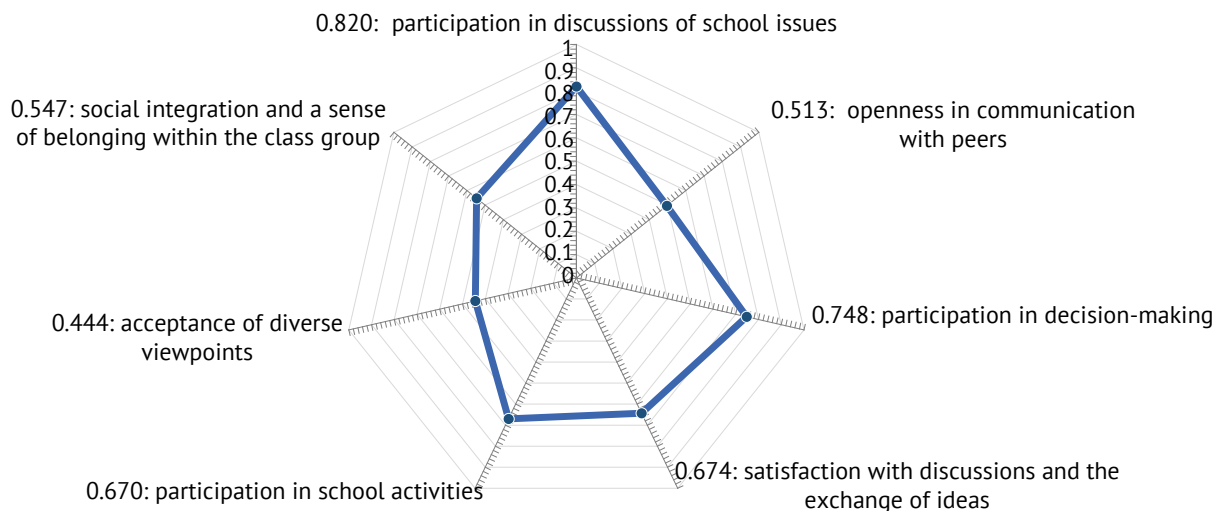
**Table 4.** The need for digital applications for psychological assistance

| Factor 4                           | Statement                                                                                        | FL    |
|------------------------------------|--------------------------------------------------------------------------------------------------|-------|
| Pupils’ involvement in school life | 1. I would be happy to take part in discussions about school issues                              | 0.820 |
|                                    | 2. I would like to be part of the group of people who make important decisions about school life | 0.748 |
|                                    | 3. I enjoy discussing school-related issues with others                                          | 0.674 |
|                                    | 4. I enjoy taking part in events organised at school                                             | 0.670 |
|                                    | 5. I feel part of the class and enjoy taking part in group activities                            | 0.547 |
|                                    | 6. At school, I am happy to share my thoughts and impressions with others                        | 0.513 |
|                                    | 7. At school, I listen to those whose views differ from my own                                   | 0.444 |

Source: the author’s own work

Factor 4, “Pupils’ involvement in school life”, characterises pupils’ level of activity and integration within the school community. It reflects their willingness to influence the organisation of school life, participate in decision-making, express their own opinions and

interact with others as equals. The coefficient of variation is 11.704%, which demonstrates its significant contribution to the overall structure of pupils’ psychological well-being. The content components of this factor are shown in Figure 4.



**Figure 4.** Components of the factor “Pupils’ engagement in school life”

Source: the author’s own work

The components of this factor (Fig. 4) with high factor loadings (FL = 0.820-0.670) indicate pupils’ active engagement in school life, reflected in their willingness to participate in discussions of school-related issues (0.820), take part in decision-making concerning important aspects of school life (0.748), derive satisfaction from discussions and the exchange of ideas

(0.674), and actively participate in school activities (0.670). Components with moderate factor loadings (0.547-0.513) emphasise the importance of social integration and communicative openness: social integration and a sense of belonging within the class group (0.547) and openness in communication with peers (0.513). A component with a lower factor loading

( $FL < 0.50$ ) complements the factor structure by reflecting tolerance and openness to different perspectives: acceptance of diverse viewpoints ( $FL = 0.444$ ). Overall, pupils' engagement in school life reflects their psychological well-being through active participation in and a sense of belonging to the school community. This is expressed in the enjoyment pupils derive from participating in shared activities, recognising the importance of contributing to discussions and decision-making, appreciating opportunities to share their thoughts and experiences, showing interest in discussions and the exchange of ideas, and being open to different perspectives – in other words, through characteristics of democratic interaction within the educational environment. The study by O. Dziubenko (2023) demonstrated that pupils' well-being is a multidimensional phenomenon that combines satisfaction with learning and optimal psychological and social functioning within the educational environment. The development of pupils' psychological well-being is promoted by emotional safety, support for autonomy, the absence of excessively formalised assessment practices, trusting relationships, and a positive classroom climate. Conversely, lower levels of well-being are associated with excessive academic demands, teaching methods that do not correspond to pupils' age and individual characteristics, a persistent sense of failure, and insufficient professional competence among teachers (Meshko, 2007; Yakovenko, 2025).

Research by J. Stang-Rabrig *et al.* (2023) has shown that the fulfilment of basic psychological needs (autonomy, competence, a sense of connectedness) and a positive perception of one's own learning potential enhance the psychological well-being of secondary school pupils, which correlates with the findings of this study. A key factor in well-being is personal development and attitude towards learning, which includes self-awareness, confidence in one's own abilities, responsibility and active participation in school life. Furthermore, in line with the findings of J. Stang-Rabrig *et al.* (2023), this study found that the quality of relationships with teachers and the socio-psychological climate of the class have a significant impact on pupils' well-being, emphasising the importance of support, trust and interaction in fostering a positive school environment. A study by T. Klapp *et al.* (2024) confirmed the importance of the relationship between psychological well-being and academic outcomes in the school environment: in a cohort of Swedish pupils, it was found that higher levels of well-being are associated with better academic achievement, whilst there are statistically significant differences between cohorts and gender differences. This is consistent with the present study, in which the factor "pupils' personal development and attitude to learning" significantly reflects the components of school well-being, which in turn may contribute to academic performance.

A study by M. Courtney *et al.* (2023), based on PISA 2018, proposed an integrative five-factor model of school well-being, which includes the following dimensions: emotional well-being, social interactions and support, academic experiences and achievements, socio-economic conditions, and physical health and safety. This study is significant in that it brings together various aspects of adolescents' lives at school into a single structural model, demonstrating that well-being is not one-dimensional but is shaped by emotional, academic, social and contextual factors. In the context of this study, these findings highlight the complexity of pupils' psychological well-being: similar to the multifactorial model proposed by M. Courtney *et al.* (2023), the results of this study also point to a range of interrelated factors – from attitudes towards learning and personal development to the quality of social relationships and engagement with school life – which collectively determine adolescents' well-being in the educational environment. This alignment confirms that school well-being should be viewed as a combination of psychosocial components, and emphasises the importance of a multidimensional approach to its measurement and support.

## CONCLUSIONS

It has been established that the structure of pupils' psychological well-being is determined by four key factors: personal development and attitudes towards learning, the quality of relationships with teachers, the socio-psychological climate of the pupil group, and engagement with school life. Personal development and attitudes towards learning reflect the comprehensive influence of the educational environment on the development of pupils' personal potential, including their mindfulness, optimism, psychological resilience, responsibility, autonomy, confidence in their own abilities, capacity to overcome difficulties, self-care, willingness to support others, and overall satisfaction with school learning. The quality of pupils' relationships with teachers is characterised by an atmosphere of trust, partnership and openness, which ensures psychological safety, takes pupils' views into account and fosters a sense of self-worth through pedagogical support and a culture of mutual respect.

The socio-psychological climate of the pupil group is founded on friendly relationships, mutual understanding, and trust among pupils. Its key components include openness and sincerity in communication, freedom of self-expression, and safety in interpersonal interactions. A particularly important element is pupils' sense of belonging to their class group, which supports positive emotional well-being and shapes the quality of their interpersonal relationships. Pupils' engagement in school life reflects the importance of social integration, acceptance, cohesion, active participation, and openness in communication, collectively representing

democratic interaction within the educational environment. Taken together, these factors define the multidimensional structure of pupils' psychological well-being, which is conceptualised as an integrative phenomenon reflecting the distinctive characteristics of their socio-psychological functioning within the educational environment. It is manifested through the fulfilment of pupils' needs for personal growth and successful social interaction and is subjectively expressed through satisfaction with learning in a general secondary education institution.

Future research should examine age- and gender-related differences in the structure of pupils' psychological well-being, broaden the analysis of the factors that influence it, and develop and implement practical approaches to its promotion. Such approaches

should focus on strengthening pupils' personal potential and positive attitudes towards learning, fostering trusting relationships between pupils and teachers, creating a supportive socio-psychological climate of the pupil group, encouraging pupils' active participation in school life, and promoting the democratisation of the educational environment.

## ACKNOWLEDGEMENTS

None.

## FUNDING

None.

## CONFLICT OF INTEREST

None.

## REFERENCES

- [1] American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. Retrieved from <https://www.apa.org/ethics/code>.
- [2] Chaudhry, S., Tandon, A., Shinde, S., & Bhattacharya, A. (2024). Student psychological well-being in higher education: The role of internal team environment, institutional, friends and family support and academic engagement. *PLoS ONE*, 19(1), article number e0297508. doi: [10.1371/journal.pone.0297508](https://doi.org/10.1371/journal.pone.0297508).
- [3] Courtney, M.G.R., Hernández-Torrano, D., Karakus, M., & Singh, N. (2023). Measuring student well-being in adolescence: Proposal of a five-factor integrative model based on PISA 2018 survey data. *Large-scale Assessments in Education*, 11, article number 20. doi: [10.1186/s40536-023-00170-y](https://doi.org/10.1186/s40536-023-00170-y).
- [4] Diener, E., Suh, E.M., Lucas, R.E., & Smith, H.L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276-302. doi: [10.1037/0033-2909.125.2.276](https://doi.org/10.1037/0033-2909.125.2.276).
- [5] Dziubenko, O. (2023). Psychological well-being of schoolchildren: Conceptualization of the phenomenon. *Journal of Contemporary Psychology*, 3(30), 23-29. doi: [10.26661/2310-4368/2023-3-3](https://doi.org/10.26661/2310-4368/2023-3-3).
- [6] Dziubenko, O. (2024). Assessment of socio-psychological well-being of schoolchildren by subjects of the educational process. *Problems of Political Psychology*, 15(29), 151-164. doi: [10.33120/popp-Vol15-Year2024-149](https://doi.org/10.33120/popp-Vol15-Year2024-149).
- [7] Guamanga, M.H., Saiz, C., Rivas, S.F., & Almeida, L.S. (2024). Analysis of the contribution of critical thinking and psychological well-being to academic performance. *Frontiers in Education*, 9, article number 1423441. doi: [10.3389/feduc.2024.1423441](https://doi.org/10.3389/feduc.2024.1423441).
- [8] Karagina, N.V. (2019). Hedonic and eudaimonic understanding of psychological well-being: Advantages and disadvantages. *Theory and Practice of Contemporary Psychology*, 4(1), 27-31. doi: [10.32840/2663-6026.2019.4-1.5](https://doi.org/10.32840/2663-6026.2019.4-1.5).
- [9] Klainin-Yobas, P., Ramirez, D., Fernandez, Z., Sarmiento, J., Thanoi, W., Ignacio, J., & Lau, Y. (2016). Examining the predicting effect of mindfulness on psychological well-being among undergraduate students: A structural equation modelling approach. *Personality and Individual Differences*, 91, 63-68. doi: [10.1016/j.paid.2015.11.034](https://doi.org/10.1016/j.paid.2015.11.034).
- [10] Klapp, T., Klapp, A., & Gustafsson, J.-E. (2024). Relations between students' well-being and academic achievement: Evidence from Swedish compulsory school. *European Journal of Psychology of Education*, 39, 275-296. doi: [10.1007/s10212-023-00690-9](https://doi.org/10.1007/s10212-023-00690-9).
- [11] Klymchuk, V.O. (2006). [Factor analysis: Application in psychological research](#). *Practical Psychology and Social Work*, 8, 43-48.
- [12] Martela, F., Delle Fave, A., Nikolova, M., Knies, G., & Fabian, M. (2022). *Personal and social wellbeing. Proposal for a repeat wellbeing module in the European social survey 2025*. Retrieved from <https://www.europeansocialsurvey.org/sites/default/files/2023-06/Wellbeing-module-Round-12-final.pdf>.
- [13] Meshko, H. (2007). [Emotional well-being of students in modern school](#). *Scientific Notes. Series: Pedagogy*, 4, 52-59.
- [14] Polivanova, O.Ye., & Huliaieva, O.V. (2015). [On the problem of defining the psychological content of the concept of "psychological well-being"](#). *Visnyk of V.N. Karazin Kharkiv National University. Series Psychology*, 1150, 34-39.
- [15] Ryan, R.M., & Deci, E.L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York and London: The Guilford Press. doi: [10.1521/978.14625/28806](https://doi.org/10.1521/978.14625/28806).
- [16] Ryff, C.D., & Singer, B. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9, 13-39. doi: [10.1007/s10902-006-9019-0](https://doi.org/10.1007/s10902-006-9019-0).

- [17] Sanko, K.O. (2016). [Psychological well-being as the basis of full-fledged and psychologically healthy functioning of personality](#). *Visnyk of V.N. Karazin Kharkiv National University*, 59, 42-45.
- [18] Sarzhanova, G., & Nurgabdeshev, A. (2025). Mapping psychological well-being in education: A systematic review of key dimensions and an integrative conceptual framework. *Journal of Pedagogical Research*, 9(3), 327-349. doi: [10.33902/JPR.202534832](#).
- [19] Shpak, M.M. (2016). [Emotional intelligence as a personal resource for ensuring psychological well-being of younger schoolchildren](#). *Science and Education*, 5, 266-270.
- [20] Stang-Rabrig, J., Schwerter, J., Witmer, M., & McElvany, N. (2023). Beneficial and negative factors for the development of students' well-being in educational context. *Current Psychology*, 42, 31294-31308. doi: [10.1007/s12144-022-04067-x](#).
- [21] Waterman, A.S. (1993). Two conceptions of happiness: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of Personality and Social Psychology*, 64(4), 678-691. doi: [10.1037/0022-3514.64.4.678](#).
- [22] Yakovenko, A. (2025). [Psychological well-being of primary school students in a democratic educational system](#). (Master's thesis, National University of Kyiv-Mohyla Academy, Kyiv, Ukraine).

## Факторна структура психологічного добробуту учнів закладів загальної середньої освіти

Олена Дзюбенко

Кандидат психологічних наук, доцент  
Інститут соціальної та політичної психології Національної академії педагогічних наук України  
04070, вул. Андріївська, 15, м. Київ, Україна  
<https://orcid.org/0000-0003-1053-2492>

**Анотація.** Дослідження психологічного добробуту учнів як багатовимірного феномена має важливе значення для розвитку психолого-педагогічної науки у контексті аналізу його структури та практичної реалізації реформи «Нова українська школа», спрямованої на створення сприятливого простору для навчання й розвитку. Метою статті було висвітлення результатів емпіричного дослідження факторної структури психологічного добробуту учнів закладів загальної середньої освіти. Дослідження проведено на вибірці учнів 5-6 класів. Для збору даних використано авторський онлайн-опитувальник із твердженнями, спрямованими на оцінювання учнями забезпечення їхнього психологічного добробуту в освітньому середовищі, які вони оцінювали за 10-бальною шкалою (1 – «абсолютна незгода», 10 – «абсолютна згода»). Аналіз емпіричних даних здійснювався методом факторизації із застосуванням екстракції головних компонент та обертання Varimax. Придатність даних для факторного аналізу підтверджено значенням показника КМО (0,972) та статистично значущим результатом тесту Бартлетта ( $p < 0,001$ ). Аналіз дав змогу виокремити чотири фактори, які сукупно пояснюють 68,5 % дисперсії: особистісний розвиток і ставлення до навчання; якість взаємодії учнів з учителями; соціально-психологічний клімат учнівського колективу; залученість учнів у життя закладу освіти. Психологічний добробут учнів розглянуто як інтегративний феномен, що розкриває специфіку їхнього психологічного функціонування в освітньому середовищі, проявляється через задоволення їхніх потреб в особистісному зростанні, успішній соціальній взаємодії і суб'єктивно виражається у задоволеності навчанням в закладі загальної середньої освіти. Його формуванню сприяє розвиток особистісного потенціалу, довірча взаємодія з учителями, згуртованість учнівського колективу та активна участь у шкільних заходах і діяльності учнівського самоврядування.

**Ключові слова:** психологічний добробут учнів; особистісний розвиток; соціальна взаємодія; соціально-психологічний клімат; учнівська залученість; демократизація освітнього простору; Нова українська школа