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## **SCHEME-REGIMES OF STUDENTS' PERSONALITY IN DIFFERENT TYPES OF PSYCHOLOGICAL WELL-BEING**

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*Relevance of the study. Psychological well-being acts as a resource for adaptation, overcoming difficult situations, self-development and self-realization. Personal schemas can be considered as an organizing structure of the psyche, which in content is a set of models of the inner world of a person, including memories, beliefs, emotions and thoughts. Therefore, the definition of internalized childhood experience, which records the satisfaction/frustration of basic emotional needs and, as a result, the formation of rigid ideas about oneself and the world around us, is of significant importance in the study of psychological well-being. Schema-modes, as a manifestation of early childhood schemas, are an important factor in the formation and maintenance of psychological well-being of the individual, which necessitates the study of their specifics in the context of psychological well-being of students. The purpose of the study is to determine the features of the personality schema-modes of students with different types of psychological well-being.*



*Research Methods. "Psychological Well-Being Scale" C. Ryff, J. Young's SMI schema-mode questionnaire (adapted by Bolshakova A.M.). The study involved 169 students of Ukrainian universities aged 19-21.*

*Results. The psychological well-being of students is characterized. Four typological profiles of students' psychological well-being are identified. Differences in personality schema-modes according to certain types of psychological well-being are identified. The specificity of schema-modes according to the types of students' psychological well-being is established.*

*Conclusions. The characteristics of psychological well-being of students in the sample generally correspond to the average level, which indicates a sufficient subjective sense of integrity, meaningfulness and satisfaction with life. Four typological profiles of students' psychological well-being have been identified, which, according to their psychological content, are called "Positive Relationship-Oriented", "Autonomy-Oriented", "Deficit" and "Harmonious". Students of the "Positive Relationship-Oriented" type of psychological well-being are characterized by a tendency to hide negative feelings, showing passive resistance, internalized parental criticism, a leading coping strategy of submissive surrender, acceptance of the right of others to decide for themselves, humility regarding the unsatisfaction of significant needs, detached complacency, which are balanced by indicators of a healthy adult, which allows them to function at a level appropriate to social requirements, manage their own behavior and choose constructive forms of activity. Students with the "Autonomy-oriented" type of psychological well-being are characterized by hiding anger and passive resistance to violations of autonomy, mainly through refusal of routine duties and uninteresting activities, an internalized belief that the most important thing is the desire for high standards, detached self-satisfaction, which is also balanced by indicators of a healthy adult, which determines acceptable functioning, self-regulation and adaptation to life. Students with the "Deficit" type of psychological well-being are characterized by the desire to suppress anger when autonomy is violated, impulsive actions, regardless of the consequences, selfish behavior, inability to fulfill routine duties, internalization of parental criticism and punishment, which is combined with dysfunctional avoidance coping, mainly through detached self-satisfaction, as well as a lack of a sense of peace from satisfying basic needs, difficulty adapting and functioning constructively, especially in difficult life situations. Students with the*



"Harmonious" type of psychological well-being are distinguished by the highest indicators of the functional schema-modes of a happy child and a healthy adult, which characterizes a feeling of joy and peace through the satisfaction of basic needs and the ability to fully function, constructive self-regulation and adaptive potential of the individual against the background of suppression of anger, the desire to meet high standards and detached self-soothe, which corresponds to the strategy of emotional avoidance through distraction from negative emotions.

**Keywords:** psychological well-being, personality, types of psychological well-being, personality schemas, schema-modes, student age.

### **Схема-режими особистості студентів при різних типах психологічного благополуччя**

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Актуальність. Психологічне благополуччя виступає як ресурс адаптації, подолання складних ситуацій, саморозвитку та самореалізації. Особистісні схеми можна розглядати як організуючу структуру психіки, що за змістом є сукупністю моделей внутрішнього світу людини, включаючи спогади, переконання, емоції та думки. Тому суттєвого значення у дослідженні психологічного благополуччя особистості має визначення інтеріорізованого дитячого досвіду, що фіксує задоволення/фрустрованість базових емоційних потреб і як наслідок формування ригідних уявлень про себе, оточуючий світ. Схема-режими, як прояв ранніх дитячих схем, виступають важливим чинником формування та підтримання психологічного благополуччя особистості, що обумовлює необхідність вивчення їх специфіки в контексті психологічного благополуччя студентів.

Мета дослідження полягає у визначенні особливостей схема-режимів особистості студентів із різними типами психологічного благополуччя.



Методи. «Шкала психологічного благополуччя» К.Ріфф, опитувальник схема-режимів SMI Дж. Янга (у адаптації Большакової А.М.). У дослідженні брали участь 169 студентів українських ВНЗ у віці 19-21 рік.

Результати. Охарактеризовано психологічне благополуччя студентів. Виділено чотири типологічні профілі психологічного благополуччя студентів. Виявлено відмінності схема-режимів особистості за визначеними типами психологічного благополуччя. Встановлено специфіку схема-режимів відповідно до типів психологічного благополуччя студентів.

Висновки. Характеристика психологічного благополуччя студентів за вибіркою в цілому відповідає середньому рівню, що свідчить про достатнє суб'єктивне самовідчуття цілісності, осмисленості та задоволення життям. Виділено чотири типологічні профілі психологічного благополуччя студентів, що відповідно до психологічного змісту названі «Орієнтований на позитивні стосунки», «Орієнтований на автономію», «Дефіцітарний» та «Гармонійний». Студенти «Орієнтованого на позитивні стосунки» типу психологічного благополуччя характеризуються схильністю приховувати негативні почуття, виявляючи пасивний опір, інтеріоризованою батьківською критичністю, провідною копінг-стратегією покірної капітуляції, прийняттям права інших вирішувати за себе, смиренністю щодо незадоволення значущих потреб, відстороненим самозаспокоєнням, що врівноважуються показниками здорового дорослого, що дозволяє функціонувати на відповідному до соціальних вимог рівні, керувати власною поведінкою й обирати конструктивні форми активності. Студенти із «Орієнтованим на автономію» типом психологічного благополуччя характеризуються приховуванням гніву та пасивним опором порушенню автономії переважно через відмову від рутинних обов'язків та нецікавих справ, інтеріоризованим переконанням в тому, що найважливіше – це прагнення до високих стандартів, відстороненого самозаспокоєння, що також врівноважується показниками здорового дорослого, що обумовлює прийнятне функціонування, саморегуляцію та пристосування до життя. Для студентів із «Дефіцітарним» типом психологічного благополуччя характерним є прагнення придушувати гнів при порушенні автономії, імпульсивні дії, незважаючи на наслідки, егоїстична поведінка,



нездатність до виконання рутинних обов'язків, інтеріоризація батьківської критики та покарання, що поєднується із дисфункціональним копінгом уникнення переважно через відсторонене самозаспокоєння, а також недолік відчуття спокою від задоволення базових потреб, утруднення адаптації та конструктивного функціонування особливо у складних життєвих ситуаціях. Студенти із «Гармонійним» типом психологічного благополуччя відрізняються найвищими показниками функціональних схема-режимів щасливої дитини та здорового дорослого, що характеризує відчуття радості та спокою через задоволення базових потреб та здатність до повноцінного функціонування, конструктивної саморегуляції та адаптивний потенціал особистості на тлі придушення гніву, прагнення відповідати високим стандартам та відстороненого самозаспокоєння, що відповідає стратегії емоційного уникнення через відволікання від негативних емоцій.

**Ключові слова:** психологічне благополуччя, особистість, типи психологічного благополуччя, особистісні схеми, схема-режими, студентський вік.

**Introduction.** Modern psychological research is characterized by significant scientific interest in the positive aspects of human life, in particular various aspects of psychological well-being, positive functioning and life satisfaction. It is the concept of psychological well-being of the individual that is most actively studied, which is confirmed by scientific achievements regarding the general analysis of the phenomenon, its factors of formation and implementation (Pakhol, 2017; Kirti V. Das, 2020; Rahmani, Gnoth, Mather, 2018), highlighting the structure and functions (Bocheliuk, Kryzhanovsky, 2020; Serdyuk, 2017), features at different stages of ontogenesis, including at student age (Kramchenkova, Chursina, 2020). It is also emphasized that the psychological well-being of an individual is one of the leading factors of personal growth, academic success and self-realization of students. It is emphasized that psychological well-being acts as a resource for adaptation, overcoming difficult situations, self-development and self-realization (Zarytska, 2019). At the same time, the issue of internal resources of psychological well-



being of an individual is being developed, in particular, life orientations, attitudes, coping effectiveness, coherence, etc. (Serdyuk, 2021).

At the same time, it is known that the psychological well-being of an individual is a dynamic formation that is formed in mutual determination with individual experience and the life path of the individual. A. Beck (Beck, Freeman, Davis, 2003) introduced the concept of “schema” into the scientific and practical circulation of psychology to explain cognitive distortions, in particular negative self-images. Such beliefs are deep and have a significant impact on the individual’s perception of himself and the world and, accordingly, on behavior. By their nature, personality schemes are specific, recurring models. These models are organized and developed from early childhood and reflect the conditions of development and internalized infantile experience. Personal schemes can be considered as an organizing structure of the psyche, which in content is a set of models of the person’s inner world, including memories, beliefs, emotions and thoughts. Therefore, the internalized childhood experience, which records the satisfaction/frustration of basic emotional needs and, as a result, the formation of rigid ideas about oneself and the world around us – early maladaptive schemas (Young J., 2015) – becomes of significant importance in the psychological well-being of the individual. Healthy schemas develop when the child’s basic emotional needs are satisfied, which allows him to form positive images of himself, other people and the world in general, and subsequently build constructive relationships with the world around him. If the child’s fundamental emotional needs are not satisfied, dysfunctional maladaptive personality schemas are formed as a means of compensating for frustrated needs and the ability to master the situation.

Activation of early childhood schemas in difficult life situations leads to the activation of certain states (schema-modes), which act as stable models of emotional, cognitive and behavioral response. At the same time, the activation of early maladaptive schemas can manifest itself in dysfunctional schema-modes, causing



inter- and intrapersonal complications, and in the activation of healthy adaptive schema-modes, which cause constructive forms of self-regulation.

Thus, schema-modes, as a manifestation of early childhood schemas, act as an important factor in the formation and maintenance of psychological well-being of the individual, which necessitates the study of their specifics in the context of psychological well-being of students.

The **Aim** of the study is to determine the features of the personality schema-modes of students with different types of psychological well-being.

**Research methods and sample.** Psychodiagnostics of indicators of psychological well-being of the personality was carried out using the methodology of the "Psychological Well-being Scale" by C. Ryff and the SMI schema-mode questionnaire by J. Young.

The psychological well-being scale by C. Ryff allows you to identify both a general indicator of psychological well-being and its main components on the scales of autonomy (self-determination and independence), competence (a sense of ownership of things), personal development (realization of one's potential), positive relationships (warm and trusting relationships with others), life goals (a sense of direction) and self-acceptance (a positive attitude towards oneself and one's past).

To determine the schema-modes of the personality, the SMI questionnaire - Schema Modes Inventory by J. Young (adapted by Bolshakova A.M., 2019) was used, which allows you to identify the tendency to manifest dysfunctional childhood schema-modes associated with strong negative emotions, parental modes that record parental references learned in infantile experience, maladaptive coping models (coping modes) and functional healthy schema-modes. The adapted adult form of the Schema-Modes Inventory (SMI) contains fourteen scales that correspond to the structure of the original methodology: vulnerable child, angry child, furious child, impulsive child, undisciplined child, parental demandingness, parental punishment, submissive surrender, self-aggrandizement,



attacking defender, detached self-soothe, detached defender, happy child, healthy adult (Bolshakova A.M., 2019.)

Statistical data processing was carried out using descriptive statistics, cluster analysis using the K-means method, frequency analysis according to Pearson ( $\chi^2$ ) and non-parametric data comparison using the Kruskal-Wallis criterion.

The study involved students of Ukrainian universities aged 19-21 years, characterized by similar socio-economic status and living in similar socio-psychological conditions of life and study. The total sample size is 169 people.

**Results.** The results of the psychological well-being study indicate an average level of the general indicator in the sample as a whole ( $M=335.1$ ,  $\sigma=46.1$ ). To clarify the typological features of the psychological well-being of the subjects, the K-means clustering procedure was used. According to the results of the clustering of the psychological well-being parameters, four clusters or well-being profiles were formed, which have a statistically uniform distribution ( $\chi^2_{Emp} = 5.982$ ) (Fig. 1).

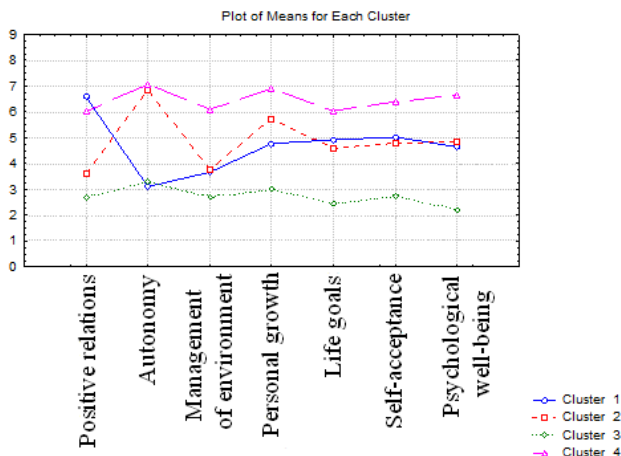


Fig. 1. Profiles of psychological well-being of students

The first profile (21.3% of the sample) is characterized by high indicators in the “Positive Relationships” component, low indicators in the “Autonomy” component, and low indicators in the “Environmental Management” component, and average indicators in the “Personal Growth”, “Goals in Life” and “Self-Acceptance” components. The overall indicator of psychological well-being in the studied subjects of this profile is average. Thus, the studied students with this variant of well-being have satisfactory relationships with others, value affection and close trusting relationships, are capable of establishing and maintaining social contacts, are prone to concessions, conformism and dependence on external evaluation, tend to rely on others in making decisions, experiencing difficulties in organizing their lives up to the point of feeling powerless to change anything on their own. At the same time, positive relationships with others and support from loved ones enable them to maintain a fairly positive attitude towards themselves and accept their personal qualities, to feel like a developing individual and to have meaningful goals in life. This profile can be conditionally called “Positive Relationship Oriented”.

The second profile (20.1% of the sample) also has an average level of the overall psychological well-being index, but on the contrary, it is distinguished by high indicators in the “Autonomy” component and increased indicators in the “Personal Growth” component, reduced indicators in the “Positive Relationships” and “Environmental Management” components, and average indicators in the “Goals in Life” and “Self-Acceptance” components. The studied students of this profile are characterized by a desire for independence and independence from social requirements, nonconformism, a desire to regulate their behavior and self-development and evaluate themselves according to their own values and by their own criteria. These features, which manifest themselves in communication, can provoke resistance from others due to a lack of empathy and a refusal to compromise, which in turn leads to a limitation of trusting relationships, openness and, accordingly, a sense of frustration and inability to control or improve life



circumstances. At the same time, self-reliance allows students of this profile to form life goals and maintain self-esteem. Therefore, the psychological content of this profile allows it to be labeled as “Autonomy-Oriented.”

The third profile (31.9% of the sample) is characterized by low indicators in all parameters and a low level of the general indicator of psychological well-being. Students of this profile are characterized by experiencing boredom and lack of meaning in life, a feeling of deficiency in self-development and realization of one's own potential, passivity and inability to control the events of one's life, dependence on society, a feeling of inability to self-realize in interpersonal relationships and establish harmonious relationships. This variant of psychological well-being can be designated as "Deficit".

The fourth profile (26.7% of the sample) shows high indicators in all components and a general increased level of psychological well-being. The highest values were established for the indicators "Autonomy" and "Personal growth", which corresponds to the leading psychological tasks of age development. Subjects of this profile adhere to certain values and beliefs that are a source of purpose in life, a sense of continuous development, successfully realize their own potential, are open to new experiences and feel an interest in life. They also have the resources necessary to achieve their own goals, assess themselves as independent but able to establish and maintain positive relationships with others. Subjects of this typological profile are prone to empathy, adequately perceive themselves and the world around them, accepting all sides, both positive and negative. This profile of psychological well-being can be conditionally designated as “Harmonious”.

Since psychological well-being is a dynamic formation associated with life conditions, current stressful situations, and the course of events of the individual, and personal schemas are the organizing structure of the psyche, the activation of which in problematic and ordinary situations leads to the emergence of corresponding states - schema-modes, which are a set of models of emotional, cognitive, and behavioral response, the next step of the



study was to identify the specifics of schema-modes in accordance with the defined profiles.

The results of the comparative analysis of personality schema-modes in students of the selected typological profiles of psychological well-being are given in Table 1.

As the obtained data show, significant differences between the profiles were recorded in terms of the schema-modes of a vulnerable child, an impulsive child, an undisciplined child, a critical father, a demanding father, a submissive surrender, a detached defender, a happy child, and a healthy adult.

Table 1

### Indicators of schema-regimes by psychological well-being profiles

Scheme-modes (regimes)	Average scores for psychological well-being profiles ( $M \pm \sigma$ )				
	Focused on positive relationships	Autonomy-oriented	Deficit	Harmonious	H
Dysfunctional child modes					
Vulnerable Child	3,67±1,84	2,46±1,27	2,33±1,07	1,86±0,72	22,74*
Angry Child	3,54±0,78	3,77±0,80	3,66±1,11	3,16±0,75	7,13
Enraged Child	2,56±1,00	2,45±0,88	2,38±1,01	1,95±0,61	7,63
Impulsive Child	2,74±1,03	3,09±0,92	3,34±1,24	2,31±0,83	24,72*
Undisciplined Child,	3,22±0,74	3,61±0,88	3,24±0,89	2,97±0,82	6,88
Dysfunctional parent modes					
Punitive Parent	2,66±1,01	2,31±0,83	2,94±0,90	1,91±0,57	8,45*
Demanding Parent	2,17±0,61	3,27±0,91	2,34±0,62	3,30±0,79	19,29*
Dysfunctional coping modes					
Compliant Surrender	4,62±0,89	3,03±1,15	3,13±0,94	2,85±0,69	54,09*
Detached Protector	3,52±1,81	3,11±1,47	2,51±0,99	2,38±0,95	8,76*
Detached Self-Soother	3,73±0,53	3,64±0,60	3,46±0,70	3,74±0,58	6,08
Bully and Attack	2,84±0,71	3,29±0,71	3,10±0,65	3,16±0,67	7,43
Self-Aggrandizer	2,79±0,88	3,06±0,80	2,92±0,85	3,12±0,76	5,28
Functional healthy modes					
Happy Child	3,22±1,02	3,44±0,95	2,95±0,86	4,06±0,76	30,46*
Healthy Adult	4,43±1,08	4,26±0,72	3,13±0,80	4,75±0,55	83,28*

Note: \* –  $p \leq 0,05$ .

Analyzing the differences in the personality schema-modes of students of the studied groups by main categories, it can be noted that childish modes, corresponding to the concept of the “wounded inner child” and manifested as negative emotional reactions to frustrated basic psychological needs, are significantly less represented in students with the “Harmonious” type of psychological well-being. The vulnerable child schema-mode is most pronounced in students with the “Positive relationship-oriented” type of psychological well-being. The angry child schema-mode is equally characteristic of students with all types of well-being. The impulsive and undisciplined child schema-modes are more pronounced in students with the “Deficit” and “Autonomy-oriented” types of well-being.

Regarding parental schema-modes, which are internalized parental prescriptions, they are also more pronounced in students with the “Positive Relationship-Oriented”, “Autonomy-Oriented” and “Deficit” types of psychological well-being. In addition, the demanding parent schema-mode prevails in students with the “Autonomy-Oriented” type.

The analysis of dysfunctional coping schema-modes shows that students with the “Positive Relationship-Oriented” type of psychological well-being are distinguished by more pronounced strategies of submissive surrender and detached defender.

The analysis of functional schema-modes, which determine more constructive forms of self-regulation and the ability to adapt to life situations, shows the predominance of a happy child in students of the "Harmonious" type of psychological well-being. At the same time, the lowest indicators for this parameter were found in students of the "Deficit" type, and students of the "Positive Relationship-Oriented" and "Autonomy-Oriented" types do not have differences. The schema-mode of a healthy adult reveals significantly lower indicators in students of the "Deficit" type, in contrast to others, which are characterized by similar indicators.

The analysis of schema-modes by types of psychological well-being shows that for students of the “Positive Relationships-



Oriented” type, the most characteristic are the dysfunctional child modes of a vulnerable and angry child, that is, a tendency to get angry, but to hide their feelings, showing passive resistance in cases of violation of personal boundaries and autonomy. This is combined with internalized parental criticism, which determines the attitude towards oneself, one’s actions and results of activity, and the leading coping strategy of submissive surrender, which is the acceptance of the right of others to decide for themselves, to violate personal boundaries, humility regarding the unsatisfaction of significant needs. At the same time, the indicated dysfunctional modes are balanced by indicators of functional modes, primarily of a healthy adult, which allows one to function at a level corresponding to social requirements, to manage one’s own behavior and to choose constructive forms of activity.

Students with the “Autonomy-oriented” type of psychological well-being are dominated by dysfunctional child modes of an angry and undisciplined child, characterized by hiding anger and passive resistance to violations of autonomy, mainly through refusal of routine duties and uninteresting activities. This is associated with a dysfunctional parental schema-mode of a demanding father, which is an internalized belief that the most important thing is the desire for high standards of social status, success, and efficiency. As for coping schema-modes, this type is characterized by all dysfunctional coping with some advantage of detached self-soothing, which manifests itself in the desire to get rid of one’s negative experiences through distraction, stimulation, or calming. This type is also characterized by a sufficient level of development of the schema-mode of a healthy adult, which determines acceptable functioning, self-regulation, and adaptation to life.

For students with the "Deficit" type of psychological well-being, the most characteristic are dysfunctional child schema-modes of an angry, impulsive and undisciplined child, which manifests itself in the desire to suppress anger when autonomy is violated, impulsive actions, regardless of the consequences, selfish behavior



and inability to perform routine duties. At the same time, in parental dysfunctional schema-modes, the internalization of parental criticism and punishment is more represented, which is combined with dysfunctional coping of avoidance mainly through detached self-soothing, i.e. the desire to "turn off" negative emotions through actions that distract, stimulate or soothe. It should also be noted that the functional schema-modes of a happy child and a healthy adult are reduced, which characterizes the lack of a sense of peace from satisfying basic needs for affection, security, recognition, and respect, as well as difficulty adapting and functioning constructively, especially in difficult life situations.

Analysis of the personality schema-modes of students with the "Harmonious" type of psychological well-being reveals the highest indicators of the functional schema-modes of a happy child and a healthy adult, which characterizes a feeling of joy and peace through the satisfaction of basic needs and the ability to fully function, constructive forms of self-regulation and adaptive potential of the personality. At the same time, analysis of dysfunctional schema-modes shows the relative predominance of the child schema of an angry child, which manifests itself in suppressed anger, the parental schema of a demanding father, which determines the desire to meet high standards, and the dysfunctional coping of detached self-soothing, which corresponds to the strategy of emotional avoidance through distraction from negative emotions.

**Conclusions.** The characteristics of psychological well-being of students in the sample as a whole correspond to the average level, which indicates a sufficient subjective sense of integrity, meaningfulness and satisfaction with life. Four typological profiles of psychological well-being of students have been identified, which, according to the psychological content, are called "Focused on positive relationships", "Autonomy-oriented", "Deficit" and "Harmonious". Differences in personality schema-modes according to the specified types of psychological well-being have been identified. The specificity of schema-modes according to the types of psychological well-being of students has been established.



Students of the “Focused on positive relationships” type of psychological well-being are characterized by a tendency to hide negative feelings, showing passive resistance, internalized parental criticism, a leading coping strategy of submissive surrender, acceptance of the right of others to decide for themselves, humility regarding the unsatisfaction of significant needs, detached complacency, which are balanced by indicators of a healthy adult, which allows them to function at a level appropriate to social requirements, manage their own behavior, and choose constructive forms of activity.

Students with the “Autonomy-Oriented” type of psychological well-being are characterized by hiding anger and passive resistance to violations of autonomy, mainly through the rejection of routine duties and uninteresting activities, an internalized belief that the most important thing is the pursuit of high standards, detached self-satisfaction. This, as in students with the “Focused on positive relationships” type of psychological well-being, is balanced by indicators of a healthy adult, which determines acceptable functioning, self-regulation and adaptation to life.

Students with the "Deficit" type of psychological well-being are characterized by a desire to suppress anger when autonomy is violated, impulsive actions regardless of the consequences, selfish behavior, inability to perform routine duties, internalization of parental criticism and punishment, combined with dysfunctional avoidance coping mainly through detached self-soothing, as well as a lack of a sense of peace from satisfying basic needs, difficulty adapting and functioning constructively, especially in difficult life situations.

Students with the "Harmonious" type of psychological well-being are distinguished by the highest indicators of the functional schema-modes of a happy child and a healthy adult, which characterizes a feeling of joy and peace due to the satisfaction of basic needs and the ability to fully function, constructive forms of self-regulation and adaptive potential of the personality against the background of suppression of anger, the desire to meet high standards and detached self-soothe, which corresponds to the



strategy of emotional avoidance through distraction from negative emotions.

Research aimed at studying the relationships between the parameters of psychological well-being and the schema-modes of the personality in middle adulthood may also be promising.

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