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PSYCHOLOGICAL WELL-BEING AND INTELLIGENCE

Abstract. *The work considers the problem of the relationship between the person's psychological well-being and his/her level of intelligence.*

Basing on theoretical analysis, the authors consider the main approaches to the research of the psychological well-being problem in psychology, its structure and relationship with intelligence. The analysis showed that the model of psychological well-being is multidimensional. It is determined that today there are many studies of psychological well-being in psychological science, its structure and relationship of psychological well-being indicators (self-acceptance, autonomy, life goals, positive relations with others, personal development, environment management) with value-sense orientations, personality resilience, emotional intelligence. At the same time, there is a lack of research on the association of psychological well-being and general intelligence.

The experiment was conducted in May 2021 using an online Google Forms survey. The study sample was formed on a voluntary basis. The number of respondents who took part in the research was 655 people: 418 women and 237 men. The study involved internet users aged 17 to 65. The majority of respondents who answered all the questions and took part in the research were young people under 25.

In the course of the empirical study, based on the use of the "Psychological Well-being Scale" by C. Ryff in the adaptation of M. Lepeshinsky and the Test of Effective Intelligence (TEI-2010.A), the authors recorded men's and women's statistical differences at different levels of significance. It is statistically confirmed that men and women differ in the overall indicator of psychological well-being, as well as in the indicator of personal growth. At the same time, the results of the research showed the absence of a statistical difference between men and women in the indicator of the development of effective intelligence.

The study conducted by the authors did not find statistically significant associations between indicators of psychological well-being and an indicator of the development of effective intelligence. This conclusion was confirmed by correlation analysis.

Key words: *psychological well-being, subjective well-being, life satisfaction, personality, emotional intelligence, general intelligence.*

The problem of psychological well-being is one of the most relevant nowadays. A person who is satisfied with oneself and one's life, open to a new one, is more productive in life than one who is in constant stress and depressed state. Unfortunately, the pandemic of recent years, military conflicts, and economic shocks do not contribute to positive self-acceptance, the possibility of controlling one's own life and surrounding environment, and therefore negatively affect the psychological well-being of the individual.

This problem was considered by both foreign and domestic scientists N. Bradburn, E. Diener, S. Lyubomirsky, K. Sheldon, D. Schkade, C. Ryff, L. Zhukovskaya, E. Troshikhina, L. Serdyuk, P. Fesenko, T. Shevelenkova, L. Yavorovskaya, and others in their works. Each of them had their own view on what exactly includes the concept of psychological well-being.

One of the first who considered the issues of psychological well-being was N. Bradburn (1965). He defined this phenomenon as a subjective feeling of happiness and general satisfaction with life (Bradburn, 1965). That is, a person's psychological well-being depends on one's subjective sense of well-being, harmonious relations with the surrounding world, self-realization, self-actualization, etc. His theory was further reflected and developed in the studies of S. Lyubomirsky, K. Sheldon, D. Schkade (Lyubomirsky, 2005).

According to N. Bradburn, psychological well-being is achieved due to the constant interaction of positive and negative affects. If positive affect mostly prevails the level of life satisfaction is high, if negative affect prevails on the contrary, it is low (Bradburn, 1965).

Positive affect, negative affect and life satisfaction were included in the three-component structure of subjective well-being by E. Diener. The author believed that subjective well-being consists of cognitive and emotional aspects and reflects the individual's attitude to one's own life (Diener, 2009).

Currently one of the most common models of psychological well-being in psychology is the multidimensional model of C. Ryff. The author's research has shown that psychological well-being includes six main components:

– self-acceptance (positive assessment of oneself and one's life);

– autonomy (self-determination);

– life goals (purposefulness and significance of life);

– positive attitude with others;

– personal development;

– environment management (ability to manage one's life and environment) (Ryff, 1995).

Thus, according to this model a psychologically prosperous person has a positive attitude to oneself and a good relationship with others but does not depend on their views and beliefs, feels responsible for the current situation, has certain life goals and tries to self-develop, to gain new experience.

Subsequently, C. Ryff's "Psychological Well-being Scale" was adapted in 2005 by T. Shevelenkova and P. Fesenko and in 2011 by L. Zhukovskaya and E. Troshikhina.

In the course of research according to the adapted methodology of C. Ryff, P. Fesenko identified four main factors of psychological well-being:

– balance of affects (reflects a person's emotional evaluation of affects). This factor is based on N. Bradburn's position on the psychological well-being;

– awareness of life (life goals and the possibility of their implementation). This factor includes not only assessing the future prospects of the individual, but also his/her past and present;

– a person as an open system (the ability to maintain close contacts with others and learn new experience). This factor includes two components according to C. Ryff: positive relationships with others and personal development. According to P. Fesenko these components do not exist separately from each other on the contrary they create a certain continuum.

– autonomy.

The study of P. Fesenko showed that psychological well-being is an indicator of how subjectively an individual is happy, satisfied with oneself, with one's development, with one's relationship, with one`s life in general.

The experiment conducted by L. Serdyuk showed that indicators of psychological well-being according to C. Ryff (self-acceptance, autonomy, life goals, positive relations with others, personal development, environment management) are closely related to value-sense orientations and resilience of the individual (Сердюк, 2017). The identified connection allowed the author to assume that psychological well-being is the psychological basis of personality's safety.

The theoretical research showed that psychological well-being, in addition to value-sense orientations and motivation, is also associated with emotional intelligence (O. Bokovets, E. Nosenko, N. Kovriga, M. Shpak and others).

E. Nosenko in her works noted that a positive attitude of a person to oneself is recorded in the feeling of psychological well-being, therefore it is an integrated reflection in the mind of a person of the internal determinants of his/her emotional intelligence (Носенко, 2003).

O. Bokovets on the basis of the conducted study showed that one of the most important indicators of the emotional intelligence formation is psychological well-being. After all, emotionally healthy people feel satisfied with their own lives (Боковець, 2022).

Investigating the peculiarities of the relationship between emotional intelligence and psychological well-being of younger schoolchildren M. Shpak determined at the level of significant correlations that satisfaction with their successes, with themselves, and a positive attitude towards others and the surrounding world is characteristic to schoolchildren with a high level of emotional intelligence. Schoolchildren with a low level of emotional intelligence have negative attitude towards others and themselves, inadequate self-assessment. That is, the psychological well-being of children of primary school age is related to emotional intelligence, its level of development (Шпак, 2016).

The above theoretical analysis showed that today there are many studies of psychological well-being its structure and relationship with emotional intelligence in psychological science. At the same time there is a lack of research on general intelligence and psychological well-being. That is why we will try to investigate the presence of a connection between psychological well-being and intelligence in this scientific work.

The experiment was conducted in May 2021 using an online Google Forms survey. The study sample was formed on a voluntary basis.

The number of respondents who expressed a desire to participate in the research was 856 people, of whom 743 (participation rate 87%) gave their personal consent to participate and moved to the first page of the survey. Of the 743 respondents the results were counted only for 655 users who completed the survey (filling rate 77%). The results of respondents who had unfilled questionnaires and/or missing answers to individual questions were not taken into account.

Most of the 655 respondents who took part in the study were women – 418 people. There were slightly fewer men – 237 users. As for age the majority of respondents who answered all the questions and took part in the study are young people under 25 (see Table 1).

As it can be seen in the Table 1 data, representatives of various age groups took part in the research but the number of people over 50 years old is insignificant. We attribute the obtained results to the fact that in the vast majority Internet users are young people under the age of 25–30.

To study the characteristics of the psychological well-being of the researched persons the questionnaire "Psychological Well-being Scale" by C. Ryff in the adaptation of M. Lepeshinsky was used.

This method is an adapted version of the English-language method, the scales of psychological well-being developed by C. Ryff. The method has been validated sev-

eral times in different versions. The most common is the 84-item option, which became the basis for the two most famous versions: in 2005 the questionnaire was adapted and validated by T. Shevelenkova and T. Fesenko, in 2007 – M. Lepeshinsky.

Both versions of the questionnaire consist of 84 questions. The six scales and the integral indicator that were identified by the authors of the method were reflected in both validations. Each of these scales contains 14 points – both direct and reverse questions.

The questionnaire "Psychological Well-being Scale" by C. Ryff is a theoretically grounded tool that is designed to measure the main components of psychological well-being: positive relations with others, personal growth, environment management, self-acceptance, autonomy, the presence of life goals.

In order to study the level of intelligence we used the Effective Intelligence Test (TEI-2010.A) technique, designed to diagnose the level of development of the general ability to solve practical intellectual problems.

Statistical processing of the results was carried out using correlation and qualitative analyses based on the complex of statistical data processing programs SPSS 26.0.

To determine the normality of the distribution we used the Kolmogorov-Smirnov statistical criterion, its results showed that all variables have a normal distribution ($Z > 3.295$, $p > 0.5$).

Research results. Initial analysis of the results made it possible to make a general description of the sample and its features as well as to trace the existing patterns.

First of all, we analyzed the answers using the Effective Intelligence Test (TEI-2010.A).

According to the results of the research 14% of respondents had a low level of intelligence development, 64% had an average level and 22% showed a high level.

The data obtained by us indicate that the vast majority of the subjects are characterized by expressed flexibility and speed of thinking, they have a high level of general awareness, a large amount of working memory, an average and high level of the arbitrary attention development, and they also have developed analytical and combinatory abilities.

For the purpose of more detailed study we analyzed the features of the effective intelligence manifestation depending on age and gender.

In order to study the peculiarities of the effective intelligence development in different age periods we divided the age range of respondents into 5 annual segments. The first age period covered all respondents under the age of 20, the last period from 61 years and older. All other periods are five-year stretches. It can be assumed that such a distribution will help to study in more detail the peculiarities of the effective intelligence development in modern conditions taking into account the normative crises of the adult personality. Thus, our sample contains 10 age groups of respondents aged 15 to 74 years (see Fig. 2).

Considering the obtained results it can be seen that the intellectual abilities related to the solution of practical tasks have a wave-like character for representatives of different age categories. First, it may be associated to different experiences and developed skills to respond to the practical challenges of modern times. Secondly, the decline of the medium and high intelligence levels in the age periods of 31–35 years and 51–55 years coincides with the experiencing personal normative crises defined in modern science such as the crisis of 30 years and the crisis of 50 years. Value priorities in overcoming these crises can potentially level the intellectual abilities of a person.

Analyzing the peculiarities of the intelligence development by gender the following results were recorded. Low level of effective intelligence was found in 12% of men and 15% of women. The medium level of 2/3 of subjects in the overall sample was 65% for men, and 63% for women.
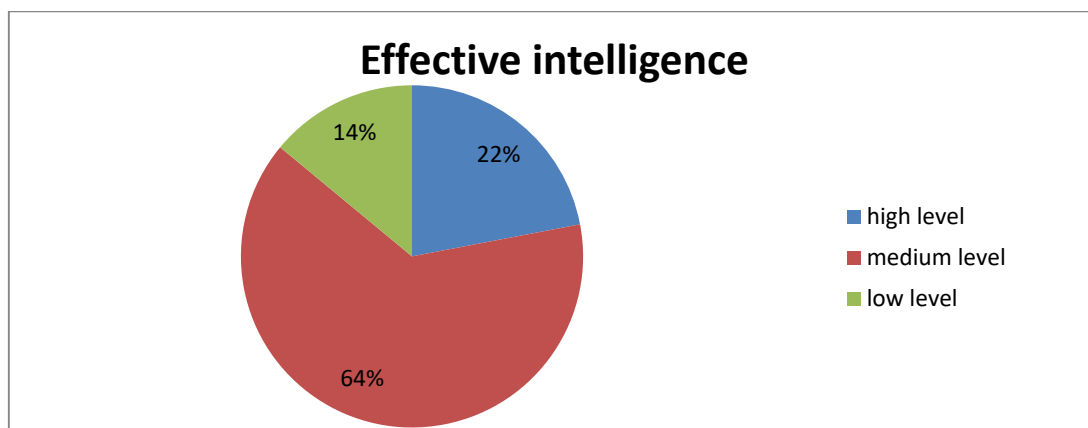

Fig. 1. Results of the Test of Effective Intelligence (TEI-2010.A) methodology

Table 1

Age of the studied sample

Age	≤ 20 years	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61≤
Number	151	237	76	52	35	33	32	16	11	12

As for the high level of development men and women received the same results – 22% (see Fig. 3).

As we can see, the level of intelligence development based on the gender does not differ significantly that is why statistical analysis is not needed.

Thus, the results of the study demonstrated the absence of significant differences between modern Ukrainian men and women in terms of the effective intelligence development. This conclusion coincides with the results obtained in our previous research on the peculiarities of the relationship between intelligence and intuition (Цибух, Пивоварчик, 2020), as well as the works of other scientists (E. Fernham, T. Kornilova, S.A. Kornilova and others) on the peculiarities of the intelligence development by gender.

The analysis of responses according to the method "Psychological Well-being Scale" C. Ryff made it possible to identify the level of psychological well-being by respondents of our sample, as well as the peculiarities of its main components: positive relations with others, personal growth, environment management, self-acceptance, autonomy, and the presence of life goals.

According to the obtained results a high level of psychological well-being was recorded in only 3% of the sample, a medium level of 39%, the overwhelming number of respondents noted a low level of 58% (see Fig. 4).

We will analyze in detail the features of the psychological well-being components for respondents in our sample (see Fig. 5). So, according to the scale "Positive relations with others" high scores were recorded in only 26% of the subjects, which indicate satisfactory, trusting relationships with others; the ability to empathize, allow affection and enter into close relationships. 51% of the sample received low scores. That is this group can be characterized as having a limited number of close relationships with others. This group included respondents who find it difficult to be open, sympathetic and take care of others. As for interpersonal relationships they tend to be isolated and/or frustrated. The ability to make compromises to maintain important relationships with others is absent.

19% of the participants of our research received high scores on the "Personal growth" scale. In current conditions they maintain a sense of continuous development, perceive themselves as a "growing" individual who finds the opportunity to constantly self-realize. Such people are open to new experiences, feel the realization of their potential, observe the improvement of themselves and their actions over time. It is worth noting that more than half of our sample, 52% received low scores. This often indicates an inability to establish new relationships or change one's behavior, a lack of interest in life and, accordingly an awareness of the lack of one's own development and self-realization. Only 29% of respondents recorded a medium level of expression of this scale.

The issue of control and the ability to influence life is reflected in the "Environment Management" scale. 18% of respondents have an awareness of their own power and competence in managing their environment, the ability to control their own external activities and the effectiveness of using opportunities. The medium level of expressiveness of this scale was demonstrated by 33% of the subjects. It can be noted that they are able to use conditions and circumstances that ensure the personal needs satisfaction and achievement of goals. Almost half of the study participants received low scores – 49% of respondents. This group is characterized by difficulties in organizing daily activities, a sense of inability to change something or improve life circumstances, lack of a sense of control over what is happening around.

Modern challenges of our society put forward new requirements for the individual, for objective and adequate self-perception. Among the representatives of the studied sample 17% of respondents received high scores on the "Self-acceptance" scale. That is, they are characterized by a positive attitude towards themselves, to know and accept different sides of their "I", including good and bad qual-
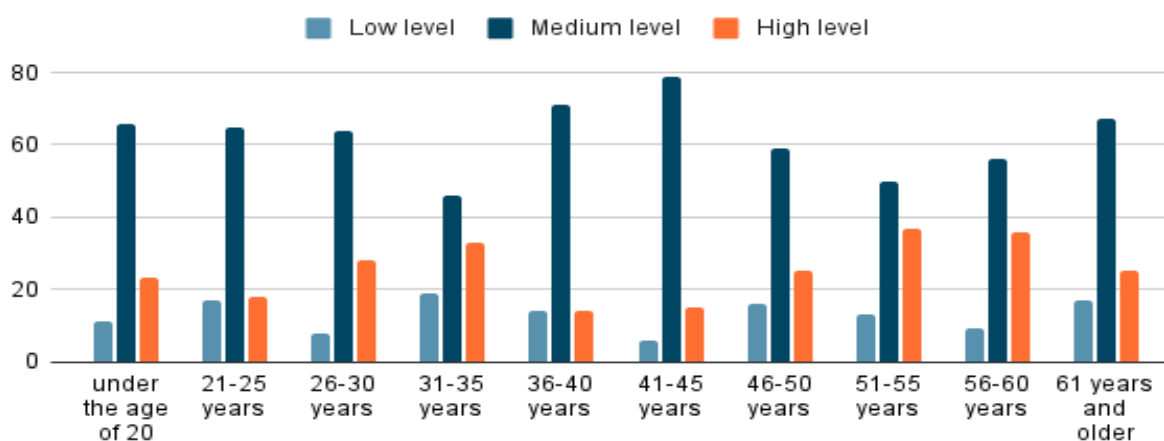

Fig. 2. Features of the effective intelligence development in different age periods

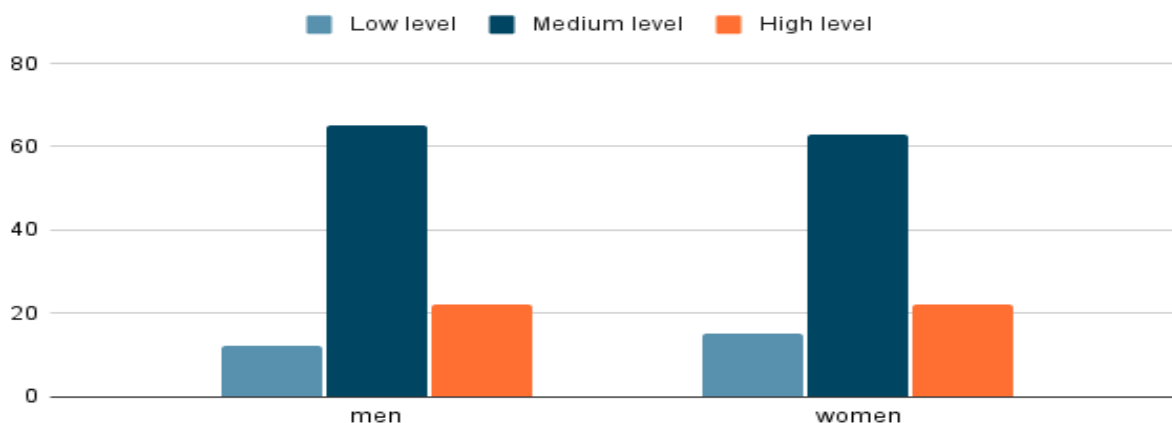Peculiarities of the intelligence development of men and women

Fig. 3. Peculiarities of the intelligence development of men and women
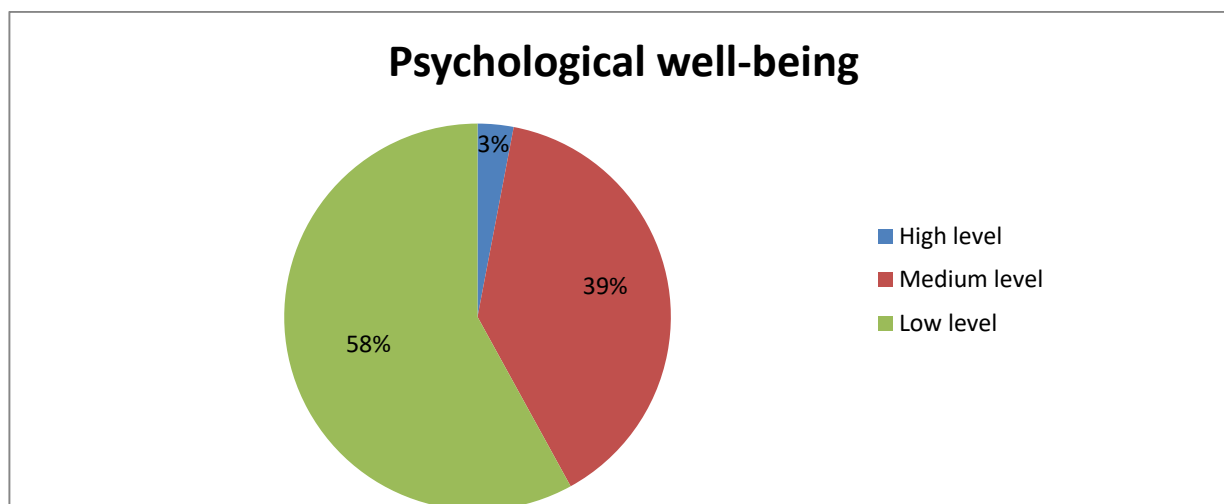

Fig. 4. Feeling of psychological well-being according to the method of C. Ryff

ities, to positively assess their past. 43% of the subjects got low scores. Here we can talk about dissatisfaction with oneself, disappointment with the events of one's past, a feeling of anxiety about some personal qualities, a desire to be not what the person is.

In addition, it is fundamentally important to have an understanding and vision of the future, adjusting a certain goal during rapid changes provoked by globalization processes. Within our research, only 12.5% of respondents received high scores on the "Life goals" scale. This means that a person has a purpose in life and a sense of focus; believes that past life has made sense; adheres to principles that have been formed during life; has intentions for the future. 35% of respondents recorded a medium level of expression of this scale. Low scores indicating a sense of meaninglessness in the present; not enough life meanings; the absence of a sense of direction and prospects or beliefs that determine the meaning of the future were recorded in 52.5% of the sample.

Also, interesting results were obtained on the "Autonomy" scale. On this scale high scores compared to other

scales were obtained by the largest number of respondents – 32%. Medium indicators on this scale are characteristic of 24%. That is, the greater half of the sample has a sense of autonomy and independence to varying degrees, the ability to resist society's attempts to force them to think and act in a certain way. Subjects of these groups independently regulate their own behavior; evaluate themselves according to personal criteria. Low scores were recorded in 44% and, accordingly, this indicates dependence on the opinion and evaluation of others, while making important decisions they rely on the opinion of others.

The next step in our research was to find out statistically significant differences in the components of psychological well-being of men and women. To do this we applied the Student's t-test, used to compare sample quantities belonging to two data sets, and to solve the question of whether average values differ statistically significantly from each other.

After primary data processing we obtained the following results (see Table 2).

Analyzing the obtained data, it can be noted that statistically significant differences at different levels of significance were recorded for men and women according to certain indicators. It is statistically confirmed that men and women differ in the overall indicator of psychological well-being (t = -1.712, at p≥0,01), as well as in the indicator of personal growth (t = -1.878, at p≥0,01).

The obtained results confirm the data obtained by Professor T. Partyko, who notes that the increase in psychological well-being of women is associated with a decrease in internal conflicts, doubts, feelings of guilt, and a decrease in self-abasement.

The results demonstrated the expediency of analyzing the presence of statistical differences in the indicator of psychological well-being in different age periods.

The conducted mathematical analysis found that the feeling level of psychological well-being at the age of 56 to 60 years has statistically significant differences with the level of this indicator in other age periods, namely at the level of significance of p≥0.05 under the age of 20 (t = 2.034), from 21 to 25 years (t = 2.230), from 26 to 30 years (t = 2.136), from 36 to 40 years (t = 2.581), from 46 to 50 years (t = 2.688), from 51 to 60 years (t = 2.103). At the tendency level it shows differences with age periods from 31 to 35 years old (t=1.741, at p≥0.1), from 41 to 45 years old (t=1.861, at p≥0.1), over 60 years old (t= -2.581, with p≥0.05).

When analyzing the relationship between the level of a sense of psychological well-being and the level of intelligence, it is important to pay attention to descriptive statistics, particularly the measure of central tendency of Mode (see Table 3).
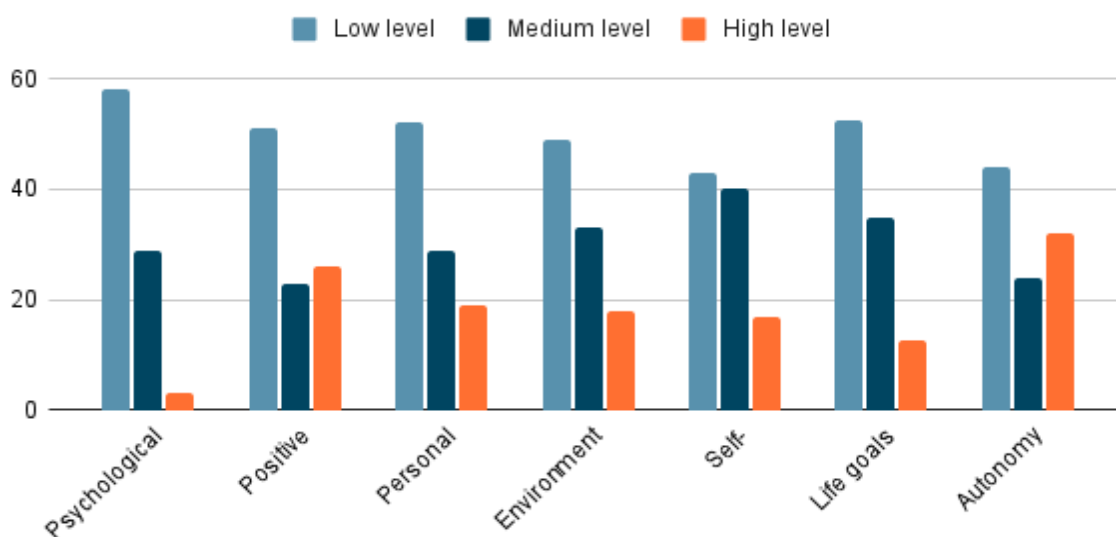

Fig. 5. Results of the Psychological Well-Being Scale (by C. Ryff)

Table 2

Average values and Student's t-test

	Gender	N	Medium	Standard deviation	Standard mean error	t-criterion
Positive relationship	1	237	50.54	19.509	1.267	-0.335
	0	418	51.07	19.928	0.975	
Autonomy	1	237	49.67	19.395	1.260	-0.978
	0	418	51.22	19.619	0.960	
Environment management	1	237	50.11	19.501	1.267	-0.442
	0	418	50.81	19.350	0.946	
Personal growth	1	237	49.11	19.928	1.294	**-1.878***
	0	418	52.06	19.017	0.930	
Life goals	1	237	49.31	19.630	1.275	-1.540
	0	418	51.75	19.338	0.946	
Self-acceptance	1	237	51.30	19.501	1.267	0.154
	0	418	51.07	18.530	0.906	
Psychological well-being	1	237	300.06	57.495	3.735	**-1.712***
	0	418	307.98	55.692	2.724	

Note: 1) the number of degrees of will is 655; 2) gender "0" – female, 3) gender "1" – male; 4) "*" – at a significance level of 0.1.

As we can see, the results of the descriptive statistics for the measure parameter of central tendency Mode for the indicators Psychological well-being and IQ are interesting. So, for our sample, the largest number of respondents with the expressiveness of the psychological well-being indicator is equal to 317 points. Unlike the primary percentage calculation where the majority of respondents (73%) showed a low level, this corresponds to a medium level of well-being but on the border with a low level.

A similar situation exists with regard to the indicator of the level of intelligence. According to initial estimates 64% of respondents recorded an average level of the development of effective intelligence. However, the measure of Mode's central tendency indicates that the results of 211 points are most often found for this group of subjects, which corresponds to a high level of effective intelligence.

We carried out correlation analysis within solving the problem of analyzing the relationship between psychological well-being and the level of intelligence development (see Table 4).

That is, as we can see mathematical methods testify to the absence of a relationship between the indicators of psychological well-being and the indicator of the development of effective intelligence. These results disprove the hypothesis that the level of intelligence can cause the feeling of psychological well-being.

However, there were found statistically significant positive correlations of the indicator of positive relations with the indicator of autonomy (r = 0.144, at p<0.05), the indicator of managing the environment (r = 0.191, at p<0.05),

as well as with the indicator of personal growth (r = 0.099, with p<0.01).

A statistical relationship at the tendency level of the self-perception indicator with the environment management indicator (r = 0.092, at p<0.01) and the life goals indicator (r = 0.077, at p<0.01) was also recorded.

Thus, our theoretical and empirical research allows us to draw the following conclusions:

1. Today there is a certain lack of coordinated research on the relationship between psychological well-being and intelligence in psychological science.

2. On the basis of empirical research, statistical differences were recorded between the results of men and women in the general indicator of psychological well-being (t=-1.712, at p≥0.01), as well as in the indicator of personal growth (t=-1.878, at p≥0, 01).

3. Our research did not find statistically significant relationships between the indicators of psychological well-being and the indicator of the development of effective intelligence.

4. Among the prospects of this study, it should be noted the possibility of taking into account in the research different conditions, status and peculiarities of the respondents' life spheres, which can determine the components of well-being. It may also be promising to investigate the role of perceptions and stereotypes about psychological well-being. Since our research has been focused on identifying the development level of effective intelligence and the level of feeling of psychological well-being, the development of this topic will be incomplete without studying the factors of psychological well-being of men and women.

Table 3

Descriptive sampling statistics

	N		Medium	Median	Mode
	Valid	Missed			
Positive relationship	655	0	50.88	52.00	20[a]
Autonomy	655	0	50.66	51.00	20[a]
Environment management	655	0	50.56	51.00	52[a]
Personal growth	655	0	50.99	51.00	48
Life goals	655	0	50.87	52.00	65[a]
Self-acceptance	655	0	51.15	52.00	65
Psychological well-being	655	0	305.11	306.00	317
IQ	655	0	108.71	98.00	211

Table 4

Statistically reliable relationships between indicators of psychological well-being and an indicator of effective intelligence

	IQ	Positive relationship	Autonomy	Environment management	Personal growth	Life goals	Self-acceptance
Autonomy	–	0.144**	1	–	–	–	–
Environment management	–	0.191**	0,111**	1	0.114**	–	–
Personal growth	–	0.099*	–	–	1	0.107**	–
Self-acceptance	–	–	–	0.092*	–	0.077*	1

Note: 1) "**" – the correlation is statistically significant at the (p≥0.01) level; 2) "*" – the correlation is statistically significant at the level (p≥0.05); 3) zeros and commas are omitted.

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ПСИХОЛОГІЧНЕ БЛАГОПОЛУЧЧЯ ТА РІВЕНЬ ІНТЕЛЕКТУ

Анотація. *У роботі розглядається проблематика взаємозв'язку між психологічним благополуччям людини та її рівнем інтелекту.*

На основі теоретичного аналізу автори розглядають основні підходи до вивчення проблеми психологічного благополуччя в психології, його структури та взаємозв'язку з інтелектом. Проведений аналіз показав, що модель психологічного благополуччя є багатомірною. Визначено, що на сьогодні у психологічній науці є безліч досліджень психологічного благополуччя, його структури та взаємозв'язку показників психологічного благополуччя (самоприйняття, автономія, цілі в житті, позитивні взаємини з оточуючими, особистісний розвиток, управління середовищем) з ціннісно-смисловими орієнтаціями, життєстійкістю особистості, емоційним інтелектом. Водночас бракує досліджень зв'язку психологічного благополуччя та загального інтелекту.

Експеримент проводився в травні 2021 року за допомогою онлайн-опитування Google Forms. Вибірка дослідження формувалася на добровільній основі. Кількість респондентів, які взяли участь у дослідженні, становила 655 осіб: 418 жінок та 237 чоловіків. У дослідженні взяли участь користувачі Інтернету віком від 17 до 65 років. Більшість респондентів, які відповіли на всі питання та взяли участь у дослідженні, – це молоді люди віком до 25 років.

У ході проведеного емпіричного дослідження на основі застосування «Шкали психологічного благополуччя» К. Ріфф в адаптації М. Лепешинського та Тест ефективного інтелекту (ТЕІ-2010.А) авторами зафіксовано статистичні відмінності у чоловіків та жінок на різних рівнях значущості. Статистично підтверджено, що чоловіки та жінки відрізняються за загальним показником психологічного благополуччя, а також за показником особистісного зростання. Водночас результати дослідження засвідчили відсутність статистичної відмінності між чоловіками та жінками за показником розвитку ефективного інтелекту.

Проведене авторами дослідження не виявило статистично значущих зв'язків між показниками психологічного благополуччя та показником розвитку ефективного інтелекту. Такий висновок підтверджено за допомогою кореляційного аналізу.

Ключові слова: *психологічне благополуччя, суб'єктивне благополуччя, задоволеність життям, особистість, емоційний інтелект, загальний інтелект.*