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# CONCEPTUAL FOUNDATIONS OF STUDENTS' SOCIAL-PSYCHOLOGICAL WELL-BEING BASED ON VOLUNTEER ACTIVITIES

*Abstract*

The article focuses on the conceptual analysis of theories of social and psychological well-being of students, emphasizing their adaptation within the educational environment and the role of volunteer activities in enhancing well-being. Key approaches, including Maslow's humanistic theory, Seligman's PERMA model, and Bronfenbrenner's ecological model, are examined, providing a theoretical foundation for studying factors influencing students' emotional resilience, social inclusion, and self-esteem. The study systematically compares factors that contribute to the development of psychological resilience, motivation, and interpersonal skills. The analysis highlights the importance of a comprehensive approach to supporting student well-being, encompassing the organization of volunteer initiatives, the development of emotional regulation skills, and the implementation of interpersonal communication programs. The findings form a basis for practical recommendations on integrating volunteer activities into the educational process to enhance the quality of the educational environment and strengthen the social and psychological well-being of student youth.

**Keywords:** social-psychological well-being, volunteer activities, students, conceptual foundations, theories of psychological well-being.

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# СТУДЕНТТЕРДІҢ ӘЛЕУМЕТТІК-ПСИХОЛОГИЯЛЫҚ ӘЛ-АУҚАТЫН ВОЛОНТЕРЛІК ІС-ӘРЕКЕТ НЕГІЗІНДЕ ДАМЫТУДЫҢ ТҰЖЫРЫМДАМАЛЫҚ НЕГІЗДЕРІ

*Аңдатпа*

Бұл мақала студенттердің әлеуметтік және психологиялық әл-ауқат теорияларының тұжырымдамалық талдауына арналған, олардың білім беру ортасына бейімделуіне және әл-ауқатты нығайтудағы волонтерлік қызметтің рөліне ерекше назар аударылады. Негізгі тәсілдер ретінде Маслоудың гуманистік теориясы, Селигманның PERMA моделі және Бронфенбреннердің экологиялық моделі қарастырылады, олар студенттердің эмоционалдық тұрақтылығына, әлеуметтік қосылуына және өзін-өзі бағалауына әсер ететін факторларды зерттеуге теориялық негіз береді. Зерттеуде психологиялық тұрақтылықты, мотивацияны және тұлғааралық дағдыларды дамытуға ықпал ететін факторлардың жүйелі салыстыруы жүргізілді. Талдау нәтижелері студенттердің әл-ауқатын қолдауда волонтерлік бастамаларды ұйымдастыруды, эмоционалдық реттеу дағдыларын дамытуды және тұлғааралық коммуникация бағдарламаларын енгізуді қамтитын кешенді тәсілдің маңыздылығын атап көрсетеді. Зерттеу қорытындылары білім беру ортасының сапасын арттыруға және студенттік жастардың әлеуметтік және психологиялық әл-ауқатын нығайтуға бағытталған волонтерлік қызметті білім беру процесіне интеграциялау бойынша практикалық ұсыныстарды әзірлеуге негіз болады.

**Түйін сөздер:** әлеуметтік-психологиялық әл-ауқат, волонтерлік іс-әрекет, студенттер, тұжырымдамалық негіздер, психологиялық әл-ауқат теориялары.

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# КОНЦЕПТУАЛЬНЫЕ ОСНОВЫ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКОГО БЛАГОПОЛУЧИЯ СТУДЕНТОВ НА ОСНОВЕ ВОЛОНТЕРСКОЙ ДЕЯТЕЛЬНОСТИ

*Аннотация*

Статья посвящена концептуальному анализу теорий социального и психологического благополучия с акцентом на их адаптацию в образовательной среде и роль волонтерской деятельности в укреплении благополучия студентов. Рассмотрены ключевые подходы, включая гуманистическую теорию Маслоу, модель PERMA Селигмана и экологическую модель Бронфенбреннера, которые предоставляют теоретическую основу для изучения факторов, влияющих на эмоциональную устойчивость, социальную включенность и самооценку студентов. В исследовании проведено систематическое сопоставление факторов, способствующих развитию психологической устойчивости, мотивации и межличностных навыков. Результаты анализа подчеркивают важность комплексного подхода к поддержке благополучия студентов, включающего организацию волонтерских инициатив, развитие навыков эмоциональной регуляции и внедрение программ межличностного общения. Выводы исследования формируют базу для разработки практических рекомендаций по интеграции волонтерской деятельности в образовательный процесс, направленных на повышение качества образовательной среды и укрепление социального и психологического благополучия студенческой молодежи.

**Ключевые слова:** социально-психологическое благополучие, волонтерская деятельность, студенты, концептуальные основы, теории психологического благополучия.

**Introduction.** The social and psychological well-being of students is one of the key factors for their successful learning and adaptation in an educational environment. In today's society, where students face increased demands, academic pressures and social challenges, the study of concepts of social and psychological well-being is becoming particularly relevant. These concepts define the theoretical basis for the development of support programs aimed at developing students' resilience, emotional intelligence and self-regulation skills.

According to Geng et al. (2022), the psychological well-being of students is largely determined by their social engagement and participation in collective activities. Volunteering, in particular, has shown its effectiveness as a tool for the formation of emotional stability and social inclusion. The study confirms that students who are regularly involved in volunteer projects demonstrate a higher level of life satisfaction and self-confidence [1].

Also, the Mundia study (2013) shows that the psychological health of student teachers correlates with their academic performance and readiness for future teaching activities. This study highlights that high levels of anxiety or depression in students can reduce their cognitive abilities and impair learning outcomes [2]. Moreover, improving the psychological state of students of pedagogical universities can reduce the risk of professional burnout, which was confirmed by Harding et al. (2019) [3].

The psychological well-being of students also depends on the level of social support. A study by Hefner and Eisenberg (2009) showed that students with low levels of social support are more likely to experience problems with adaptation [4]. Conversely, the presence of a high-quality social network contributes to the formation of positive emotions and strengthening mental health. The work of Thoits and Hewitt (2001) highlights that volunteering contributes to improving aspects of well-being such as a sense of control over life, self-esteem, and overall happiness. This confirms the theoretical significance of concepts that link social interaction with the improvement of psychological state [5]. Similar findings are presented in a study by Ferrari et al. (1999), where it is noted that volunteering also reduces stress levels and contributes to the formation of altruistic values among students [6].

Kilgo et al. (2016) found that students' participation in social and educational initiatives has a positive effect on their personal growth, the formation of positive relationships and a sense of meaning [7]. These results emphasize the importance of integrating elements of social activity into the

educational process. In addition, the analysis conducted by Yujin (2000) revealed that psychological problems among students of pedagogical universities vary depending on gender, social origin and chosen specialty [8]. These differences highlight the importance of an individual approach to maintaining mental health as part of teacher training.

Other studies, such as the work of Altaher and Runnerstrom (2018), focus on stress tolerance and the restoration of students' emotional resource. In conditions of high academic loads, regular involvement in social and volunteer projects can reduce stress levels and improve the general condition of students [9].

Volunteering is a significant aspect of social interaction and personal development, especially among young people. For students, it becomes not only a means of social adaptation, but also an effective tool for the formation of psychological well-being, the development of social skills and strengthening emotional stability. Modern research confirms that participation in volunteer projects has a positive effect on the psychological state of students, contributing to the growth of their self-esteem, social engagement and overall life satisfaction.

According to a study by Geng et al. (2022), volunteering has a greater positive impact on the psychological well-being of students than other forms of social activity, such as charity. The authors emphasize that regular participation in volunteering is associated with an improvement in emotional state and cognitive performance [1].

These theoretical and empirical data emphasize the need for further study of the concepts of social and psychological well-being of students. This study focuses on the systematization of existing approaches and the analysis of key factors affecting the well-being of students. Its results will create the basis for the development of programs to support and improve the educational environment.

The purpose of this study is to identify the key factors affecting the psychological health of students of pedagogical universities as future teachers. This includes the study of personal and social characteristics, professional motivation, stress tolerance, emotional self-regulation skills and the influence of the educational environment.

The significance of the research is determined by the role of future teachers as bearers of professional and social values, on which the quality of education and the educational process depend. Improving the psychological health of future teachers contributes to the formation of emotionally stable and motivated specialists who are ready for effective interaction with students, colleagues and parents.

*Basic provisions.* The research is devoted to the analysis of theories and factors influencing the social and psychological well-being of students, with an emphasis on the role of volunteerism as a key mechanism for its strengthening. The theoretical basis of the work consists of theories such as Seligman's PERMA model, Maslow's theory of self-actualization, Bronfenbrenner's ecological model and others.

The results of the analysis show that volunteering contributes to the development of key factors of well-being, including emotional stability, social support, life satisfaction, motivation and self-realization. Students' participation in volunteer initiatives has a complex impact on their psychological health, helping to reduce anxiety, strengthen a sense of control over life and develop interpersonal skills.

Social support provided through volunteer activities plays a central role in shaping the well-being of students. Research highlights that collective initiatives and participation in significant social projects enhance a sense of belonging and contribute to strengthening social ties, which, in turn, has a positive effect on the emotional state of students.

The integration of volunteer activities into the educational environment contributes to improving the quality of education by forming students' sense of the significance and meaning of their actions. This allows not only to improve their academic results, but also to ensure personal and professional development.

The basis of the research is the revealed interrelationships between theoretical approaches and practical mechanisms of their implementation. Volunteering is considered as an effective tool for the implementation of programs to support the well-being of students, contributing to the development of social engagement and emotional stability, as well as the creation of a sustainable educational environment.

These provisions emphasize the need for an integrated approach, including both individual work with students and the strategic development of collective initiatives in universities. This approach makes it possible to strengthen both the social and psychological well-being of students, forming the basis for their further professional and personal self-realization.

**Materials and Methods.** The research is based on a conceptual analysis of theories studying the social and psychological well-being of students. The purpose of the analysis is to systematize existing approaches, identify key factors of well-being and determine their practical significance in the educational environment of universities. The theoretical basis was the work of Maslow, Seligman, Bronfenbrenner, Desi and Ryan, as well as other leading scientists in the field of positive psychology and social theory.

Data sources were collected from recognized scientific databases such as Web of Science, Scopus and Google Scholar, as well as from conference materials, dissertation research and thematic reports. The main focus was on publications that contain both theoretical and empirical bases relevant to the research topic.

The collection of literature was carried out using a systematic search based on the keywords: "social well-being of students", "psychological well-being", "volunteering" and "the impact of social support". The inclusion criteria were works published in peer-reviewed publications containing a theoretical basis and empirical data relevant to the research topic. Sources that do not meet modern theoretical and methodological standards or do not have a specific analytical focus were excluded.

The main method of analysis was thematic analysis, which allowed us to identify key concepts, their interrelationships and practical significance. The thematic analysis included identification of the main categories, their generalization and identification of similarities and differences in the studied theories.

Special attention was paid to the study of the role of volunteering as a mechanism that contributes to the well-being of students. The analysis demonstrated that students' participation in volunteer projects increases their emotional stability, strengthens social ties and promotes self-actualization, which is especially important in an academic environment with high demands.

The methodological approach made it possible to systematize the data and create a basis for practical recommendations aimed at improving the social and psychological well-being of students through the integration of volunteer programs into educational processes.

**Results and Discussion.** The analysis of key theories of students' social and psychological well-being provided a theoretical basis for studying the factors affecting their emotional state, motivation and adaptation. Each theory offers a unique perspective on the mechanisms of well-being, ranging from basic needs to complex social interactions and stress management strategies. The systematization of these theories helps to determine which concepts are most effectively applicable in the educational environment of universities.

Table 1 provides an overview of the selected theories, their key elements and possible applications in educational practice. This approach makes it possible to identify the relationship between theoretical propositions and their practical use to create a supportive educational environment. The generalization and structuring of data helps educational institutions develop strategies aimed at improving the social and psychological well-being of students, as well as provide a basis for the introduction of innovative support programs.

*Table 1. Theories of Students' Social and Psychological Well-being*

| Theory | Key Elements | Application in the University Environment |
|---|---|---|
| PERMA Model (Seligman, 2011) | Positive emotions, engagement, meaning, achievements, positive relationships. The basis for a multidimensional approach to well-being [10]. | Support for the social and psychological well-being of students through the creation of a positive atmosphere in study groups, an emphasis on their achievements and the development of interpersonal relationships in the team. |
| Humanistic Theory (Maslow, 1943) | Hierarchy of needs: physiological, safety, belonging, respect, self- | Ensuring psychological safety, meeting the basic needs of students through the comfortable |

| | actualization. Emphasizes the importance of basic needs for personal development [11]. | infrastructure of the university, personal growth and support programs. |
|---|---|---|
| Ecological Model (Bronfenbrenner, 1979) | The influence of microsystems (family, friends), mesosystems (interaction of microsystems), ecosystems (external environment) and macrosystems (culture, society) on personality development [12]. | Integration of students into the social and cultural environment of the university, strengthening their interaction through clubs, social and educational projects. |
| Self-Determination Theory (Deci & Ryan, 2000) | Autonomy, competence, connectedness. The role of internal motivation and satisfaction of basic psychological needs [13]. | Supporting students' autonomy through involving them in decision-making, developing competencies through educational projects, and strengthening social ties through collective initiatives. |
| Self-Efficacy Theory (Bandura, 1977) | Belief in one's abilities, expectation of success, behavior management through self-esteem [14]. | Stimulating students' confidence through educational trainings, feedback on their success and developing skills for independent planning of educational activities. |
| Social Identity Theory (Tajfel & Turner, 1986) | Belonging to a group as a source of identity and support, the importance of social ties [15]. | The creation of student associations, social support programs and collective initiatives that strengthen a sense of belonging and social security. |
| Achievement Motivation Theory (McClelland, 1985) | Striving for success, overcoming obstacles, setting goals [16]. | To promote the professional and academic growth of students through setting clear goals, involving them in competitions and research initiatives. |
| Positive Psychology Theory (Seligman, 2002) | Positive emotions, meaning, engagement, optimism. The impact of a positive worldview on mental health [17]. | Conducting trainings on positive thinking, supporting students' involvement in the educational process through the development of their positive perception of life. |
| Cognitive Stress Theory (Lazarus & Folkman, 1984) | Assessment of stressors and coping strategies, the role of cognitive processes in stress adaptation [18]. | Teaching stress management strategies through psychological support, training and providing resources for students to adapt to academic challenges and social life. |
| Resilience Theory (Ungar, 2011) | The ability to adapt to difficult conditions, support sustainability through social resources [19]. | The introduction of psychological support programs aimed at developing sustainability through the participation of students in collective projects and trainings. |

Table 1 demonstrates the key theories of social and psychological well-being of students, focusing on their practical application in the educational environment. These theories emphasize the importance of an integrated approach that combines both internal factors (emotional stability, motivation, self-confidence) and external conditions (psychological safety, social support, participation in collective initiatives).

Seligman's PERMA model focuses on creating a positive atmosphere, which is important for the development of students' emotional well-being. The use of this model in universities allows us to strengthen interpersonal ties and maintain student engagement. Such approaches are especially effective in group work, where it is important to take into account the diversity of personal characteristics and build communication based on trust and mutual understanding.

Maslow's humanistic theory emphasizes the need to ensure safety and meet basic needs. In the educational environment, this is realized through a comfortable infrastructure and support programs that help reduce anxiety and increase the level of satisfaction with the educational process. These approaches are especially important for students in stressful situations, such as the transition to a new educational level.

Bronfenbrenner's ecological model focuses on integrating students into a broader social context. The university environment, which includes clubs and projects, helps students adapt to educational and

social challenges. This approach contributes to the development of students not only social skills, but also cultural competence, which is especially important in a globalized educational space.

Desi and Ryan's theory of self-determination, as well as McClelland's theory of achievement motivation, emphasize the importance of intrinsic motivation and purposefulness. Providing students with opportunities for self-expression through research and project activities strengthens their sense of autonomy and promotes the development of professional and personal competencies.

Lazarus' cognitive theory of stress and Ungar's theory of resistance emphasize the importance of developing stress reduction and resilience programs. Psychological support, trainings and programs for developing skills to overcome stressful situations are especially effective in conditions of high academic workload. These approaches create the basis for the formation of adaptive behavioral strategies for students, increasing their ability to cope with difficulties.

Tajfel and Turner's theory of social identity emphasizes the importance of creating a group identity. Student associations and collective initiatives strengthen the sense of belonging, which has a positive effect on the psychological state of students. Participating in such initiatives helps students feel part of the community, which in turn reduces their stress levels and increases engagement.

In general, the theories presented in the table substantiate the need for an integrated approach to support the social and psychological well-being of students. The effective application of these theories in universities involves a combination of strategies aimed at the individual development of students, strengthening their social ties and creating a supportive educational environment. Such measures contribute not only to academic success, but also to the personal growth of students, forming the basis for their further professional and social self-realization.

The table below systematizes the key factors of social and psychological well-being of students, determining their significance and connection with volunteer activities. These factors cover a wide range of psychological and social aspects, including the ability to emotionally regulate, social support, personal motivation, self-realization and overall life satisfaction. Volunteering plays a central role in strengthening these factors by providing unique opportunities for their development.

*Table 2. Key Factors of Social and Psychological Well-being*

| Factor | Description | Realization through Volunteer Activities |
|---|---|---|
| *Emotional Resilience* | The ability to maintain a stable emotional state in stressful situations related to academics or social life. | Participation in volunteer projects helps students develop resilience by assisting others and managing challenging situations. |
| *Social Support* | The presence of interpersonal connections and support from family, friends, and student communities. | Volunteering fosters stronger social bonds and cultivates a sense of belonging within a community. |
| *Life Satisfaction* | An overall sense of fulfillment based on academic achievements and social adaptation. | Volunteer activities enhance life satisfaction through a sense of significance and recognition. |
| *Motivation* | Internal and external drives that determine students' engagement in academic and social initiatives. | Involvement in volunteering stimulates motivation by providing opportunities to contribute to society and witness the tangible results of their efforts. |
| *Self-actualization* | The realization of one's potential through participation in projects, volunteer work, and creative initiatives. | Volunteer activities allow students to apply their talents and skills in meaningful ways, facilitating personal growth. |

The factors outlined in Table 2—Emotional Resilience, Social Support, Life Satisfaction, Motivation, and Self-actualization—serve as critical components that collectively contribute to a student's overall well-being. Notably, volunteer activities emerge as a powerful catalyst in enhancing these factors, offering unique opportunities for personal and communal growth.

Emotional Resilience is a basic element of psychological well-being, which allows students to maintain internal balance in the face of academic stress and social challenges. Volunteering, by

providing a platform for working in difficult conditions, helps students develop skills to overcome stressful situations. Students who are actively involved in volunteer projects note a decrease in anxiety levels and the development of self-confidence.

Social support plays a key role in the adaptation of students to the university environment. Volunteering allows you to strengthen interpersonal ties through joint work on socially significant projects. This is especially important for students who have difficulties with social integration, as collective activities contribute to the formation of trusting relationships and a sense of belonging.

Life satisfaction is directly related to the feeling of importance of one's actions and recognition from others. Volunteering allows students to feel that their efforts are beneficial, which strengthens a positive perception of both current events and future prospects. This aspect is especially noticeable among students who participate in long-term projects aimed at supporting those in need.

Motivation, both internal and external, is a key factor in academic and professional success. Volunteering increases the level of motivation through the ability of students to see the real results of their actions. This can include both direct assistance and the organization of events that require strategic planning and teamwork.

Self-realization is achieved through participation in meaningful initiatives where students can show their talents and skills. Volunteering provides a space for experimentation and creativity, which allows students to reach their potential. Participation in projects contributes to the development of competencies such as leadership, responsibility and the ability to self-organize, which are important in the context of their professional development.

Thus, the presented factors not only illustrate the key elements of the social and psychological well-being of students, but also emphasize the importance of volunteer activity as a catalyst for their development. The integration of volunteer programs into educational institutions can become a strategic tool for improving the well-being of students, ensuring their full-fledged personal and professional development.

**Conclusion.** The social and psychological well-being of students is a fundamental element of their academic success, social adaptation and personal growth. The study revealed that volunteering plays a key role in strengthening well-being factors such as emotional stability, life satisfaction, social support and self-realization. Participation in volunteer projects allows students to develop self-regulation skills, reduce anxiety levels and form a sense of belonging to the community.

An analysis of theories, including the PERMA model, Maslow's humanistic approach, and Bronfenbrenner's ecological model, provided a theoretical framework for understanding the mechanisms of well-being. These concepts emphasize the importance of both internal factors (motivation, emotional stability) and external conditions (social support, engagement) for the formation of a harmonious educational environment.

The practical significance of the work lies in the development of recommendations for universities on the integration of volunteer programs into educational processes. Such initiatives may include the organization of volunteer centers, stress management and leadership development trainings, as well as the inclusion of volunteer activities in curricula. These measures will allow universities to create a supportive environment conducive to both academic success and personal development of students.

The study confirms the need for an integrated approach to support the well-being of students, which combines theoretical foundations and practical strategies. Volunteer activity demonstrates its effectiveness in strengthening the psychological health and social engagement of students, which makes it an important element of educational policy and practice. The results of the work serve as a basis for further research and practical implementation of support programs in universities.In summation, as the educational landscape continues to evolve, this study highlights the imperative of adopting an integrated approach to student well-being. Volunteerism emerges not merely as an extracurricular activity but as a fundamental mechanism that enriches the educational experience. By recognizing and harnessing the multifarious benefits of volunteer activities, universities can significantly contribute to the holistic

development of students, equipping them with the resilience, social connectedness, and personal fulfillment necessary to thrive both within and beyond academic settings.

The outcomes of this research not only affirm the vital role of volunteerism in educational contexts but also provide a tangible blueprint for institutions seeking to enhance the well-being of their student populations. As universities endeavor to prepare students for the complexities of modern society, integrating volunteer programs into their strategic frameworks becomes a crucial step toward fostering environments where academic excellence and personal growth are inextricably linked.

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