VOLITIONAL SELF-REGULATION, SOCIO-PSYCHOLOGICAL ADAPTATION, AND INTERPERSONAL HARMONY AS INTERNAL DETERMINANTS OF SUBJECTIVE HAPPINESS AMONG UNIVERSITY STUDENTS

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ABSTRACT. This scientific article provides a comprehensive theoretical and empirical analysis of how volitional self-regulation, socio-psychological adaptation to the higher education environment, and interpersonal emotional harmony serve as foundational internal determinants of subjective happiness among university students. Drawing upon classical psychological theories of well-being alongside Eastern philosophical perspectives and Uzbek socio-psychological scholarship, the study examines the mechanisms through which self-control, goal persistence, and supportive peer and community relations sustain student mental health during academic transitions. Based on empirical data collected from 220 university students, statistically significant positive correlations are established between volitional regulation, adaptive university integration, and subjective life satisfaction, culminating in targeted practical recommendations for higher education psychological services.
Keywords: subjective happiness, volitional self-regulation, socio-psychological adaptation, university students, interpersonal harmony, emotional stability, psychological well-being, national values.

Аннотация. В данной научной статье проведен углубленный теоретико-эмпирический анализ волевой саморегуляции, социально-психологической адаптации к вузовской среде и межличностной эмоциональной гармонии как внутренних детерминант субъективного счастья студентов высших учебных заведений. На основе эмпирических данных 220 студентов выявлены статистически значимые связи между развитием волевых качеств, успешной адаптацией и удовлетворенностью жизнью, разработаны практические рекомендации для психологических служб вузов.
Ключевые слова: субъективное счастье, волевая саморегуляция, социально-психологическая адаптация, студенческая молодежь, межличностная гармония, эмоциональная устойчивость.

INTRODUCTION.

The transition from secondary education to higher education represents a critical developmental milestone in a young person's life, marked by heightened intellectual demands, new social roles, separation from habitual familial routines, and increased personal responsibility for academic and professional self-determination. Within contemporary psychological science, the quality of a student's adaptation to the university environment and their resulting subjective happiness are recognized not merely as indicators of individual emotional comfort, but as essential prerequisites for academic achievement, creative self-realization, and future professional competence.

In the socio-cultural context of Uzbekistan, student socialization unfolds at the intersection of modern educational modernization and deeply rooted national-cultural traditions emphasizing moral self-discipline, respect for mentors, mutual assistance, and harmonious interpersonal relationships. While external social support from family and the neighborhood (mahalla) community provides a vital foundation, a student's capacity to maintain emotional equilibrium and subjective well-being amidst

academic pressures depends decisively on internal psychological mechanisms-specifically volitional self-regulation, adaptive flexibility, and constructive emotional communication.

When volitional regulation and socio-psychological adaptation are insufficiently developed, students frequently experience academic anxiety, interpersonal alienation, and a sharp decline in life satisfaction. Conversely, well-formed volitional qualities enable young adults to overcome cognitive and emotional obstacles, establish trusting relationships within academic collectives, and experience enduring subjective happiness. Investigating the interplay between volitional self-regulation, university adaptation, and interpersonal harmony therefore carries substantial theoretical and practical value for modern higher education psychology.

THEORETICAL FOUNDATIONS AND LITERATURE REVIEW.

Contemporary psychological scholarship approaches subjective happiness and psychological well-being through complementary hedonistic and eudaimonistic frameworks. While Ed Diener and Daniel Kahneman emphasize the predominance of positive emotional experiences and cognitive life satisfaction, eudaimonistic theorists such as Carol Ryff and Martin Seligman highlight purposeful engagement, environmental mastery, personal growth, and positive interpersonal relations as the core pillars of sustainable well-being.

RESEARCH METHODOLOGY AND ORGANIZATION.

The empirical investigation was conducted across higher education institutions in Uzbekistan with the participation of 220 undergraduate students aged between 18 and 24 years (115 females and 105 males) representing first- through fourth-year academic cohorts. The sample was structured to reflect diverse academic disciplines as well as both local students residing with their families and out-of-region students adapting to independent dormitory or shared living environments.

To ensure diagnostic reliability and multi-dimensional analysis, four standardized psychodiagnostic instruments were administered: first, the Oxford Happiness Questionnaire (OHQ - Michael Argyle) to measure overall subjective happiness, emotional contentment, and optimistic life orientation; second, the Volitional Self-Control Questionnaire (A.V. Zverkov and E.V. Eidman) assessing general volitional regulation, perseverance, and emotional self-mastery; third, the Methodology for Diagnosing Socio-Psychological Adaptation of Students in Higher Education (T.D. Dubovitskaya) evaluating adaptability to the academic group and educational activity; and fourth, an Author-Developed Interpersonal Harmony and Cultural Orientation Questionnaire measuring peer trust, mentor communication, and adherence to national-moral values. Collected empirical data were processed via descriptive statistics, Student's t-test, and Pearson linear correlation analysis.

EMPIRICAL ANALYSIS AND DISCUSSION OF RESULTS.

Statistical and correlational analyses of the empirical data revealed three key regularities governing the relationship between volitional self-regulation, university adaptation, interpersonal harmony, and student subjective happiness.

First, regarding the impact of volitional self-regulation on subjective well-being, correlation analysis established a strong positive relationship between general volitional self-control and the Oxford Happiness index ($r = 0.63$, $p < 0.01$). Students exhibiting high levels of perseverance, goal clarity, and emotional self-regulation achieved an average happiness score of 4.4 points out of 6.0, whereas students with low volitional regulation recorded an average of 2.9 points. High volitional capacity enabled students to perceive academic examinations and intellectual challenges not as overwhelming threats, but as structured opportunities for self-development.

Second, concerning socio-psychological adaptation to the university environment, comparative analysis demonstrated that students who successfully integrated into their academic groups and mastered university learning requirements reported subjective life satisfaction 34 percent higher than peers experiencing adaptation difficulties ($p < 0.01$). Notably, while first-year students relocating from rural

districts initially displayed elevated situational anxiety, those who actively engaged in student peer networks and utilized constructive self-regulation achieved full adaptation parity with senior students by the second semester.

Third, examining the role of interpersonal emotional harmony and national-cultural values, 81 percent of respondents identified trusting friendships within the academic collective, respectful communication with faculty mentors, and ongoing emotional connection with family and community traditions as decisive contributors to their daily happiness. Correlational testing confirmed a significant positive association between interpersonal harmony scores and emotional stability ($r = 0.59$, $p < 0.01$), demonstrating that inner volitional strength and culturally grounded interpersonal warmth operate synergistically to sustain student well-being.

CONCLUSION AND PRACTICAL RECOMMENDATIONS.

In conclusion, volitional self-regulation, successful socio-psychological adaptation to the higher education environment, and interpersonal emotional harmony constitute primary internal determinants of subjective happiness among university students. Cultivating conscious self-control alongside supportive peer and mentor relationships enables young people to navigate academic transitions with resilience and achieve holistic personal and professional fulfillment.

To apply these findings within higher education practice, three targeted recommendations are proposed: first, university psychological services should conduct structured training workshops aimed at developing students' volitional self-regulation, time management, and emotional self-control skills, particularly for first-year entrants; second, establishing peer-mentoring programs and student dialogue clubs that accelerate socio-psychological adaptation and strengthen cohesive interpersonal relationships within academic groups; and third, integrating Eastern philosophical heritage and national moral values into educational guidance programs to reinforce students' inner spiritual harmony and psychological resilience.

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