



Małgorzata Kuśpit

<https://orcid.org/0000-0002-4812-2571>

Maria Curie-Skłodowska University in Lublin, Poland
malgorzata.kuspit@mail.umcs.pl

Anna Tychmanowicz

<https://orcid.org/0000-0002-9689-7160>

Maria Curie-Skłodowska University in Lublin, Poland
anna.tychmanowicz@mail.umcs.pl

Psychosocial determinants of life satisfaction in musically gifted students and their importance in relation to the teacher

Submitted: 30.06.2025

Accepted: 20.05.2026

Published: 30.06.2026



Keywords:

gifts in music,
life satisfaction,
optimism in life,
personality traits,
basic hope

Abstract

Research objectives (aims) and problem(s): The aim of this paper is to identify the relationships between psychosocial resources, such as basic hope, dispositional optimism, and personality traits (extraversion, openness to experience, emotional stability, agreeableness, and conscientiousness), and the life satisfaction of musically gifted students. In addition, the analyses aim to show the importance of these characteristics for teacher-student relationships.

Research methods: The study sample consisted of 66 musically gifted students attending first- and second-cycle music schools aged 15 to 19 ($M=16.13$; $SD=1.16$). The following research instruments were used: the Satisfaction with Life Scale (SWLS), the Revised Life Orientation Test (LOT-R), the Basic Hope Inventory (BHI-12), and the Ten-Item Personality Inventory (TIPI-P). The study used the paper-and-pencil interviewing method.

Process of argumentation: Artistically gifted students require particular attention due to their specific way of functioning, especially in their personalities and emotional and social aspects. Education offered in art schools differs from that in schools of general education, and musically gifted students face additional challenges that may significantly affect their well-being and life satisfaction. This research focuses

on analyzing the relationships between selected psychosocial resources and life satisfaction among musically gifted individuals. It is expected that personality traits will play a significant role in building satisfying teacher-student relationships, which in turn will contribute to educational success.

Research findings and their impact on the development of educational sciences: The results show that basic hope, dispositional optimism, and such personality traits as openness to experience, conscientiousness, and extraversion are associated with higher life satisfaction. The findings are of considerable importance for educational practice and for the optimization of aptitude development. Education in music schools promoting versatile student growth, including in terms of strengthening their well-being and life satisfaction, requires consideration of the role of the subjective characteristics in question in a teacher's work.

Conclusions and/or recommendations: The findings might be used to develop appropriate curricula for music schools that consider the specific ways of functioning of musically gifted students. This is reflected not only in students' life satisfaction and achievement of educational goals but also among teachers.

Introduction

Nowadays, educational objectives should focus on pupils' multifaceted growth. The need to create specific conditions for persons with special education needs has also been increasingly emphasized. This group includes gifted and talented children and adolescents (Limont, 2005). The question of aptitudes and talents has been analyzed from different angles. Attention has increasingly been drawn to the need to reshape the curricula and methods of working with gifted students. Recent studies have shown that individuals with above-average aptitudes and abilities do not always fully realize their potential and often experience failures and disappointments when pursuing their objectives. In the process of ability development, cognitive characteristics, personality, and emotional and motivational domains play a vital role (Kuśpit, 2015, 2018). Research has shown that students gifted in the arts require more focus and attention due to their specific way of functioning, especially in their personalities and emotional and social aspects (Tokarz, 2005). Instruction received in art schools differs from education offered by schools of general education; therefore, musically gifted students may experience stress caused

by exhaustion, performances in front of audiences, exams, or a lack of support from their teachers or their loved ones (Gluska, 2010; Kumik, 2012; Labonde & Müllensiefen, 2022). The need to succeed may also contribute to competition and high stress levels (Kuśpit, 2018). Therefore, it appears essential to identify and support the functioning of gifted students regarding their life satisfaction and its determinants.

Life satisfaction is the degree to which a person positively evaluates the achievements and conditions of his/her life as a whole (Diener et al., 1985). In the literature, life satisfaction is also referred to as quality of life, satisfaction with life, well-being, welfare, and happiness (Czapiński, 2004; Jaracz, 2001; Ruggeri et al., 2020). This paper adopts Juczyński's (2012) definition of life satisfaction, recognized as the result of an informed, cognitive comparison of one's own situation with one's own standards. If the outcome of the comparison is satisfactory, then one feels satisfaction. Research has also pointed to the relationships between satisfaction and pro-growth activity – satisfaction may not be so much an outcome as a factor driving one to take action (Judge & Hurst, 2008). The sense of satisfaction involves a more robust formulation of goals and higher levels of life and social activity (Nie et al., 2025; Veenhoven, 1988). Life satisfaction has also been found to depend on factors beyond an individual's control and on factors depending on the individual's activity. Factors beyond an individual's control may be divided into external ones, such as place of birth, and internal ones, such as health status or temperament (Krämer et al., 2025; Mądrzycki, 2002).

In this paper, the authors focused on internal factors and their significance for the life satisfaction of musically gifted adolescents. The first factor is basic hope, defined as the “general belief that the world is sensible and benevolent (Trzebiński & Zięba, 2003a, p. 5). Research has shown that basic hope plays a regulating role in difficult life situations. A positive relationship was found between the strength of hope and life satisfaction and mental health, while a negative relationship was found between fear, psychosomatic symptoms, and depression (Dejna, 2020; Scioli, 2020; Trzebiński & Zięba, 2003a). Basic hope has also been found to be significant for the formation of the personality structure. Studies have shown

that stronger hope reduces the level of personality factors disturbing the process of adjustment, such as anxiety and depression, and decreases the occurrence of somatic symptoms of these types of disorders. As hope increases, the level of development-promoting factors, such as optimism, well-being, self-confidence, and the belief that one will succeed, increases as well. Basic hope is also a factor determining the subjective probability of a good or bad fortune scenario (Dursun, 2021; Pleeging et al., 2021; Trzebiński & Zięba, 2003a).

According to Scheier and colleagues (1994), dispositional optimism is a personality trait that expresses an individual's general expectation of a positive outcome from his or her actions. It increases, among other things, their resilience to stressors and moderates their assessment of the situation. It is an important dimension of planning for the future, linked to life orientation and construed as a general expectation regarding the future. Optimism, defined as a dispositional trait reflecting one's generalized expectation of positive outcomes, is positively related to motivation, persistence, and determination to achieve specific goals. What is more, it facilitates fast decision-making in situations that an individual finds difficult (Poprawa, 2001). Dispositional optimism also determines one's well-being, resilience to stress, life accomplishments, and openness to career (Major et al., 2006). Cassidy also found a positive correlation between optimism and a motivation to succeed, a positive evaluation of one's health status, and mental well-being (Cassidy, 2000, cited in Ogińska-Bulik & Juczyński, 2010, p. 154).

Personality traits are another aspect analyzed in this study in the context of life satisfaction. These are relatively permanent human dispositions to respond (at the emotional level) in a specific manner as part of a specific behavior (Łaguna et al., 2014). Gifted persons, due to their uniqueness, uncommonness, and high expectations of themselves, as well as their environment, may experience various types of difficulties and be exposed to stress (Helsper et al., 2025; Sękowski, 2001). In addition, gifted persons display higher anxiety and perfectionism (Guignard et al., 2012), as well as higher emotional tension (Soktoeva, 2010), which may exert a negative impact on their activity and development. Kuśpit

(2018) has shown that musically gifted students are conscientious and very well-organized, pursue their goals persistently, and have a strong motivation to act. While performing their tasks, they are more reliable, meticulous, and dutiful than students gifted in the visual arts or students attending schools of general education (non-profiled). As regards extraversion, on the other hand, musically gifted students differ in the level of this trait from students gifted in the visual arts or who attend schools of general education. Musically gifted adolescents are more open-minded, active, and inclined to seek stimulation in their immediate environment. For this reason, personality traits may determine effective coping in difficult situations (Kuśpit, 2018). Among the personality traits of musically gifted individuals, Manturzevska (1969) listed persistence and a high need to succeed alongside manifestations of neuroticism, while Chruszczewski (2009) listed agreeableness, conscientiousness, and divergent thinking. Such personality traits may facilitate the achievement of one's goals and further develop one's aptitudes.

One of the models most widely used by scholars exploring human personality is the Big Five model. According to McCrae and Costa's theory, traits are construed as individual differences and generalized dispositions that manifest across cognitive, emotional, and behavioral domains (McCrae & Costa, 2005). Personality, however, is stable and universal and should be differentiated from moods and tensions that change over time (McCrae & Costa, 2005). The Big Five components, as determined by Costa and McCrae, are extraversion, agreeableness, conscientiousness, neuroticism, emotional stability, openness to experience (McCrae & Costa, 1997; Oleś, 2000). Since McCrae and Costa found the list to be exhaustive, the authors of this paper used their model in the present study.

Beyond individual predispositions to develop specific personality traits, one's social environment, including the teacher of a gifted student, also plays an important role. The teacher's support of the student in various areas of his or her activity is important for shaping his or her individual potential, including personality. The key to educational success and ensuring the development of a student who can meet the demands of modern life is duality in the teaching and educational process. This process

is determined by the relationship between the teacher and the student in a given situation and the tasks being performed. The subjects of this situation are both the teacher and the student (Kuśpit, 2018).

According to Wiśniewski (2009), this type of situation is characterized by bidirectional influence: the teacher's behavior affects the student, and the student's behavior influences the teacher. Alternating behaviors can lead to different outcomes in participants' reactions, the specific content of the influences, the participants' activity and personal contributions, and the purposefulness of the action. It is up to the teacher to decide whether the student's communication experiences will contribute to the development of their subjectivity, sense of autonomy, and activity, or, on the contrary, will weaken the young person's subjectivity, which may lead to conformism, dependence on others, a sense of lack of influence on their own life and environment, and a lack of competence. An essential condition for education in the subjectivity paradigm is for the teacher to move away from a dominant and egocentric attitude toward supporting the student's development and building a dialogue with them. This is one of the key elements in supporting the potential of musically gifted students both in the educational process and in the development of their personality (Kuśpit, 2018; Zalewska-Bujak, 2013).

In line with the above, it may be assumed that the personality traits of musically gifted individuals are associated with life satisfaction and contribute to motivation and the undertaking of different activities; this, consequently, may promote the optimized development of talents and achieving success in various areas of activity. An analysis of the psychosocial aspects of the functioning of musically gifted students and their relationships with life satisfaction may also help with adapting school curricula to individual needs, optimizing student achievement, fostering their proper development, and improving interpersonal relations, including mutual interactions between the teacher and the student.

Materials and methods

This study aims to identify the psychosocial determinants of the life satisfaction of musically gifted students. The determinants were presumed to be basic hope, dispositional optimism, and personality traits. The research problem was formulated as follows:

P: What are the relationships between the life satisfaction of musically gifted students and such psychosocial resources as basic hope, dispositional optimism, and personality traits (extraversion, openness to experience, emotional stability, agreeableness, and conscientiousness)?

The following research hypothesis was put forward:

H: The life satisfaction of musically gifted students is expected to be positively related to basic hope, dispositional optimism, and personality traits (extraversion, openness to experience, emotional stability, agreeableness, and conscientiousness).

Method

Participants

The sample consisted of 66 musically gifted secondary school students attending music schools. Girls accounted for 53% of the study group and boys for 47%. The participants' age ranged from 15 to 19 ($M=16.13$; $SD=1.16$). The majority of students participating in the study (60.6%) lived in a city with more than 200,000 people, nearly one-third (31.8%) lived in rural areas, and the remaining participants (7.6%) lived in a city with fewer than 200,000 people.

Procedure and measures

Paper-and-pencil interviews were conducted between September 2022 and March 2023 with students from first- and second-cycle music

schools after obtaining the relevant consent. Participation in the study was voluntary, and participants could withdraw from it at any time. Data obtained with the instruments listed below were anonymized and used only for collective analysis:

- The *Satisfaction with Life Scale (SWLS)*, translated into Polish and validated by Juczyński (2012), measures one's level of satisfaction with one's life. It consists of 5 items ranked using a scale from 1 (I completely disagree) to 7 (I completely agree).
- The *Revised Life Orientation Test (LOT-R)*, translated into Polish and validated by Juczyński (2012), measures dispositional optimism, construed as the generalized expectation of positive future outcomes and the belief that unfavorable events will occur occasionally or not at all. The test consists of 10 items, 6 of which have a diagnostic value. Respondents rank the items using a scale from 0 (I strongly disagree) to 4 (I strongly agree).
- The *Basic Hope Inventory (BHI-12)*, developed by Trzebiński and Zięba (2003b), measures basic hope, understood as the belief that the world is orderly, sensible, and benevolent. It consists of 12 items, 9 of which have diagnostic significance. Respondents rank the items using a scale from 1 (I completely disagree) to 5 (I completely agree).
- The *Ten-Item Personality Inventory (TIPI-P)*, translated into Polish and validated by Łaguna and colleagues (2014), consists of 10 items ranked using a scale from 1 (I completely disagree) to 7 (I completely agree). The scores allow the researcher to determine the level of respondents' personality traits according to the Big Five model: extraversion, openness to experience, Emotional stability (ES), agreeableness, and conscientiousness. *Extraversion* involves looking for stimulation and engaging in activities, as well as the frequency and intensity of interpersonal contacts. *Emotional stability* determines the level of stress resilience, the level of inclination toward irrational actions, and the use of adaptive coping. *Openness to experience* relates to one's curiosity, tolerance for innovation, willingness to learn new things, and willingness to undertake unfamiliar experiences.

Conscientiousness is characteristic of well-organized individuals who are persistent, dutiful, and strongly motivated to pursue their goals. *Agreeableness* refers to avoiding conflict, having altruistic attitudes, and gentleness in interpersonal relations (McCrae & Costa, 2005; Zawadzka et al., 2016).

Results

Table 1 presents descriptive statistics for the study variables.

Table 1. Descriptive statistics for the study variables (N=66)

	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>	<i>Me</i>
Life satisfaction	6.00	30.00	18.05	5.97	18.5
Dispositional optimism	1.00	24.00	13.53	5.15	14.00
Basic hope	17.00	38.00	28.82	4.58	28.00
Extraversion	1.00	7.00	5.05	1.61	5.50
Openness	1.00	7.00	5.50	1.32	6.00
Agreeableness	1.50	7.00	4.72	1.33	5.00
Conscientiousness	1.00	7.00	4.39	1.45	4.50
Emotional stability	1.00	6.50	3.26	1.51	3.00

Note: M-mean, SD-standard deviation, Min.-minimum value, Max.-maximum value, Me-median.

The results presented in Table 1 show an average level of life satisfaction (sten score 5) in the study group. Similar results were reported for dispositional optimism (sten score 5) and basic hope (sten score 5). Regarding the personality traits, scores slightly higher than the mean were reported for openness to experience ($M=5.50$; $SD=1.32$; $Me=6.00$, $Mo=6.50$) and extraversion ($M=5.05$; $SD=1.61$; $Me=5.50$, $Mo=6.00$), whereas emotional stability was reported to be lower than the mean ($M=3.26$; $SD=1.51$; $Me=3.00$, $Mo=2.00$).

Table 2 presents the results of correlation analyses (Pearson's r) investigating the relationships among dispositional optimism, basic hope, personality traits, and the life satisfaction of musically gifted students.

Table 2. Correlations between dispositional optimism, basic hope, personality traits, and the life satisfaction of musically gifted students (N=66)

	LS	N	C	A	E	O	DO
Life satisfaction (LS)							
Emotional stability (ES)	$r=.205$ $p=.101$						
Conscientiousness (C)	$r=.288$ $p=.019$	$r=-.032$ $p=.803$					
Agreeableness (A)	$r=-.029$ $p=.816$	$r=.199$ $p=.111$	$r=.061$ $p=.624$				
Extraversion (E)	$r=.386$ $p=.001$	$r=.223$ $p=.074$	$r=.165$ $p=.185$	$r=.249$ $p=.044$			
Openness (O)	$r=.354$ $p=.004$	$r=.070$ $p=.579$	$r=.279$ $p=.023$	$r=.169$ $p=.175$	$r=.283$ $p=.021$		
Dispositional optimism (DO)	$r=0.711$ $p<.001$	$r=.358$ $p=.003$	$r=.143$ $p=.253$	$r=.181$ $p=.146$	$r=.472$ $p<.001$	$r=.437$ $p<.001$	
Basic hope (BH)	$r=.591$ $p<.001$	$r=.238$ $p=.057$	$r=.088$ $p=.482$	$r=.117$ $p=.350$	$r=.275$ $p=.025$	$r=.181$ $p=.147$	$r=.675$ $p<.001$

The results demonstrate statistically significant positive correlations between the life satisfaction of musically gifted students and basic hope ($r=.591, p<0.001$), dispositional optimism ($r=.711, p<0.001$), extraversion ($r=.386, p=0.001$), openness to experience ($r=.354, p=.004$), and conscientiousness ($r=.288, p=0.019$). No statistically significant relationships were found between life satisfaction and such traits as emotional stability ($r=.205$, non-s) or agreeableness ($r=-.029$, non-s).

Discussion

The present study investigated the relationships between the life satisfaction of musically gifted students and psychosocial determinants: dispositional optimism, basic hope, and personality traits (extraversion, agreeableness, conscientiousness, openness to experience, and emotional stability).

The results show that there is a positive relationship between basic hope and life satisfaction. This means that the higher the level of basic hope, the higher the life satisfaction. Basic hope is recognized as an indicator of children's and adolescents' mental health (Kryk & Stefańska-Klar, 2013) and as a factor determining the interpretation of current events and expectations about future occurrences (Trzebiński & Zięba, 2003b). Therefore, belief in a sensible and benevolent world promotes the life satisfaction of musically gifted students. This resource appears to be particularly important among gifted adolescents, as it helps them function better in their environment and promotes effective coping with difficulties specific to this group (see Lewicka-Zelent & Abramciów, 2014; Trzebiński & Zięba, 2003b).

The results also revealed a positive relationship between dispositional optimism and life satisfaction – the higher the dispositional optimism, the higher the life satisfaction. Dispositional optimism facilitates engagement in different forms of activity, strengthens motivation, self-confidence, and faith in people and the world, and enhances the persistent pursuit of goals despite encountered difficulties, which promotes life satisfaction (Ogińska-Bulik & Juczyński, 2010; Pietras-Mrozińska, 2016). A positive attitude allows one to approach the experienced failures as transitory. Moreover, optimists reach for more beneficial and relevant coping strategies when faced with difficult situations (Zadworna-Cieślak & Ogińska-Bulik, 2013). Optimism acts as a buffer protecting an individual against the negative outcomes of difficult situations to which gifted students are exposed (Pietras-Mrozińska, 2016).

The results also indicate a higher level of openness to experience among gifted youth. Similar results were obtained by Iskra (1998) in her

study on artistically gifted adolescents. Her findings showed that gifted adolescents who are more open to experience were more active, more inclined to spontaneous action, and aspired to be self-reliant, independent, and self-confident, which may lead them to evaluate their lives as satisfactory.

Another personality trait found to promote life satisfaction in gifted students is conscientiousness, a characteristic of happy individuals (Zawadzka et al., 2016). Conscientiousness is often treated as an adaptive characteristic, especially in the context of school achievement (see Filipiak & Łubianka, 2019), and for this reason, it may determine students' life satisfaction. Moreover, among school students, conscientiousness is positively related to pursuing long-term objectives, which also may account for the relationship between this personality trait and life satisfaction (Mendolia & Walker, 2015).

Finally, the results demonstrate that students' life satisfaction increases with their level of extraversion. The positive relationship found between extraversion and life satisfaction confirms the findings of other scholars (e.g. Filipiak & Łubianka, 2019; Zawadzka et al., 2016). Extraversion involves searching for and maintaining satisfying relationships with others, which promotes the feeling of satisfaction with one's life and its various aspects. Previous analyses also show that nurturing interpersonal relationships and cultivating social values promote feelings of happiness (Zawadzka et al., 2016).

Implications for educational practice

The results are of considerable importance for educational practice and for the optimization of aptitude development. It should be stressed that, beyond the demands placed on students, it is essential to individualize the educational process. It was found that basic hope, dispositional optimism, and certain personality traits (openness to experience, conscientiousness, and extraversion) are associated with higher life satisfaction among musically gifted students. Therefore, their education should

not only take their cognitive potential into account but also consider psychosocial factors that may play an important role in promoting feelings of life satisfaction, which, in turn, may contribute to higher motivation in pursuing goals and satisfaction from their implementation. Professionals involved in the education of gifted individuals often focus on their potential and high level of specific skills, failing to consider the psychosocial factors (Limont, 2005). However, developing aptitudes requires teachers to increase students' self-awareness of their resources and the significance of specific personality traits to improve their well-being and cope with difficulties more effectively.

It is recommended that specific psychosocial dispositions of gifted adolescents be developed. Support from teachers, parents, and peers, as well as their mutual cooperation, is vital in this respect. Gifts in music are associated with more complex functioning in different life domains (Limont, 2005). Education in music schools is specialized and differs from instruction in schools of general education. Therefore, it is essential to use well-matched strategies and methods of working with gifted students to guide their growth in the proper direction. Teachers play a significant role here, as does the way in which they build relationships with their students. In this way, they can contribute to maintaining and shaping characteristics that are important for development, such as basic hope, dispositional optimism, openness to experience, conscientiousness, and extraversion. These traits enhance gifted students' life satisfaction, thereby increasing teachers' satisfaction and contributing to mutual educational success.

Conclusions

The results show that, in the group of musically gifted students under study, higher life satisfaction is promoted by psychosocial characteristics: basic hope, dispositional optimism, and personality traits (openness to experience, conscientiousness, and extraversion). The findings might be used to develop appropriate curricula for music schools that

take the specific ways gifted students function into account. The results may also contribute to increasing teachers' awareness of personality traits in students that optimize the development of their talents, enhance their well-being, and, consequently, elevate the satisfaction of teachers in performing their educational tasks.

Funding: This research received no external funding.

Conflict of interest: The authors declare that there is no conflict of interest.

References

- Chruszczewski, M. H. (2009). *Profile uzdolnień. Intelktualne i osobowościowe składniki uzdolnień plastycznych i muzycznych* [Talent profiles. Intellectual and personality components of artistic and musical talents]. Wydawnictwo Uniwersytetu Warszawskiego.
- Czapiński, J. (2004). *Psychologia pozytywna* [Positive psychology]. Wydawnictwo Naukowe PWN.
- Dejna, D. (2020). Young Poles and young Swedes – their social world. Research on the subjective and institutional conditions of creating hope and hopelessness. *Dialogo*, 6(2), 118–124.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49, 71–75.
https://doi.org/10.1207/s15327752jpa4901_13
- Dursun, P. (2021). Optimism, hope and subjective well-being: A literature overview. *Çatalhöyük Uluslararası Turizm ve Sosyal Araştırmalar Dergisi*, 6, 61–74.
- Filipiak, S., & Łubianka, B. (2019). Cechy osobowości i poczucie kontroli w sytuacjach sukcesów i niepowodzeń wśród uczniów pierwszych klas gimnazjum [Personality traits and locus of control in situations of successes and failures among first grade junior high school students]. *Psychologia Wychowawcza*, 57(15), 38–62.
<https://doi.org/10.5604/01.3001.0013.2961>
- Gluska, A. A. (2010). Charakterystyka pomocy psychologicznej w świetle trudności doświadczanych przez uczniów szkół muzycznych [Characteristics of psychological assistance in light of the difficulties experienced by music school students]. In M. Manturzevska, B. Kamińska, & A. A. Gluska (Eds.), *Poradnictwo psychologiczne w polskich szkołach muzycznych* [Psychological counseling in Polish music schools] (pp. 65–73). Centrum Edukacji Artystycznej, Państwowy Zespół Szkół Muzycznych im. A. Rubinsteina.
- Guignard, J. H., Jacquet, A. Y., & Lubart, T. I. (2012). Perfectionism and anxiety: A paradox in intellectual giftedness? *PloS ONE*, 7, e41043.
<https://doi.org/10.1371/journal.pone.0041043>
- Helsper, A., DeShon, L., Boylan, L. E., Galliher, J., & Rubenstein, L. D. (2025). Under pressure: Gifted students' vulnerabilities, stressors, and coping mechanisms within a high achieving high school. *Behavioral Sciences*, 15(2), 235.
<https://doi.org/10.3390/bs15020235>
- Iskra, J. (1998). Stopień otwartości na doświadczenie a obraz siebie młodzieży artystycznie uzdolnionej [Degree of openness to experience and self-image among artistically-talented adolescents]. *Roczniki Psychologiczne*, 1(1), 55–71.
- Jaracz, K. (2001). Sposoby ujmowania i pomiaru jakości życia. Próba kategoryzacji. *Pielęgniarstwo Polskie*, 2(12), 219–226.
- Juczyński, Z. (2012). *Narzędzia pomiaru w promocji i psychologii zdrowia* [Measuring tools in promotion and health psychology]. Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego.

- Judge, T. A., & Hurst, C. (2008). How the rich (and happy) get richer (and happier): Relationship of core self-evaluations to trajectories in attaining work success. *Journal of Applied Psychology, 93*, 849–863.
<https://doi.org/10.1037/0021-9010.93.4.849>
- Krämer, M. D., Rohrer, J. M., Lucas, R. E., & Richter, D. (2025). Life events and life satisfaction: Estimating effects of multiple life events in combined models. *European Journal of Personality, 39*(1), 3–23.
<https://doi.org/10.1177/08902070241231017>
- Kryk, G., & Stefańska-Klar, R. (2013). Zdrowie psychiczne młodszych uczniów a realia współczesnej szkoły [The mental health of younger students and the realities of modern schools]. In I. Gembalczyk & B. Fedyn (Eds.), *Edukacja zdrowotna. Dokonania, aktualności, perspektywy* [Health education. Achievements, current events, prospects] (pp. 97–112). Wydawnictwo Państwowej Szkoły Zawodowej w Raciborzu.
- Kumik, E. (2012). Postrzeganie środowiska szkolnego przez absolwentów szkół muzycznych [Perception of the school environment by music school graduates]. In A. Michalski (Ed.), *Tożsamość pedagogiki muzyki* [The identity of music education] (pp. 242–250). Athenae.
- Kuśpit, M. (2015). Osobowość a style radzenia sobie ze stresem przez młodzież zdolną i uzdolnioną plastycznie [Personality and styles of coping with stress among gifted and artistically talented youth]. In M. Kuśpit, A. Tychmanowicz, & J. Zdybel (Eds.), *Twórczość. Kreatywność. Innowacyjność* [Creation. Creativity. Innovation] (pp. 135–146). Wydawnictwo UMCS.
- Kuśpit, M. (2018). *Podmiotowe uwarunkowania radzenia sobie ze stresem młodzieży uzdolnionej artystycznie* [Subjective factors influencing stress management among artistically gifted youth]. Wydawnictwo UMCS.
- Labonde, P., & Müllensiefen, D. (2022). Determinants and trajectories of musical talent in adolescence. *Zeitschrift für Erziehungswissenschaft, 25*, 1063–1109.
<https://doi.org/10.1007/s11618-022-01111-1>
- Lewicka-Zelent, A., & Abramciów, R. (2014). Empatyczność i poczucie alienacji młodzieży uzdolnionej muzycznie [Empathy and a sense of alienation among musically gifted young people]. *Annales Universitatis Paedagogicae Cracoviensis. Studia Psychologica, 7*, 38–56.
- Limont, W. (2005). Wstęp [Introduction]. In W. Limont, & J. Cieślikowska (Eds.), *Wybrane zagadnienia edukacji uczniów zdolnych. T. 1* [Selected issues in the education of gifted students. Vol. 1] (pp. 11–17). Oficyna Wydawnicza Impuls.
- Łaguna, M., Bąk, W., Purc, E., Mielniczuk, E., & Oleś, P. K. (2014). Short measure of personality TIPI-P in a Polish sample. *Roczniki Psychologiczne/Annals of Psychology, 17*(2), 421–437.
- Major, D. A., Turner, J. E., & Fletcher, T. D. (2006). Linking proactive personality and the Big Five to motivation to learn and development activity. *Journal of Applied Psychology, 91*, 927–935.
<https://doi.org/10.1037/0021-9010.91.4.927>

- Manturzevska, M. (1969). *Psychologiczne warunki osiągnięć pianistycznych* [Psychological conditions for piano performance]. Ossolineum.
- Mądrzycki T. (2002). *Osobowość jako system tworzący i realizujący plany* [Personality as a system that creates and implements plans]. Wydawnictwo Uniwersytetu Gdańskiego.
- McCrae, R. R., & Costa, P. T., Jr. (1997). Personality trait structure as a human universal. *American Psychologist*, 52, 509–551.
- McCrae, R. R., & Costa, P. T., Jr. (2005). *Osobowość człowieka dorosłego* [Adult personality]. Wydawnictwo WAM.
- Mendolia, S., & Walker, I. (2015). Youth unemployment and personality traits. *IZA Journal of Labor Economics*, 4(1), 19.
<https://doi.org/10.1186/s40172-015-0035-3>
- Nie, Y., Wang, W., Guo, M., Tang, W., Qu, G., Wang, X., Zhou, F., Ma, W., Qiu, W., Gao, J., & Liu, C. (2025). Analysis of the association between adolescent physical activity and life satisfaction: a systematic review and meta-analysis. *BMC Psychology*, 13(1), 738.
<https://doi.org/10.1186/s40359-025-02847-1>
- Ogińska-Bulik, N., & Juczyński, Z. (2010). *Osobowość, stres a zdrowie* [Personality, stress, and health]. Difin.
- Oleś, P. K. (2000). Kontrowersje wokół "Wielkiej Piątki" [Controversies around the "Big Five"]. *Czasopismo Psychologiczne*, 6, 7–18.
- Pietras-Mrozicka, M. (2016). Posiadane zasoby osobiste (optymizm i poczucie własnej skuteczności) a ocena jakości życia. Analiza współzależności [Personal resources (optimism and self-efficacy) and the quality of life assessment: An interdependence analysis]. *Acta Universitatis Lodzensis. Folia Sociologica*, 57, 19–38.
- Pleeging, E., Burger, M., & van Exel, J. (2021). The relations between hope and subjective well-being: A literature overview and empirical analysis. *Applied Research in Quality of Life*, 16, 1019–1041.
<https://doi.org/10.1007/s11482-019-09802-4>
- Poprawa, R. (2001). Zasoby osobiste w radzeniu sobie ze stresem [Personal resources in coping with stress]. In G. Dolińska-Zygmunt (Ed.), *Podstawy psychologii zdrowia* [Fundamentals of health psychology] (pp. 103–142). Wydawnictwo Uniwersytetu Wrocławskiego.
- Ruggeri, K., Garcia-Garzon, E., Maguire, Á. et al. (2020). Well-being is more than happiness and life satisfaction: A multidimensional analysis of 21 countries. *Health and Quality of Life Outcomes*, 18, 192.
<https://doi.org/10.1186/s12955-020-01423-y>
- Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology*, 67(6), 1063.

- Scioli, A. (2020). The psychology of hope: A diagnostic and prescriptive account. In S. C. van den Heuvel (Ed.), *Historical and multidisciplinary perspectives on hope* (pp. 137–163). Springer.
- Sękowski, A. E. (2001). *Osiągnięcia uczniów zdolnych* [Achievements of gifted students]. Towarzystwo Naukowe KUL.
- Soktoeva, B. V. (2010). The state of emotional tension in creatively gifted adolescents (based on the example of a boarding school in the Republic of Buryatia). *Cultural-Historical Psychology*, 2, 50–53.
- Tokarz, A. (2005). Procesy motywacyjne a dyspozycje do wybitnych osiągnięć w kontekście rozwoju [Motivational processes and dispositions for outstanding achievements in the context of development]. In W. Limont & J. Cieślakowska (Eds.), *Wybrane zagadnienia edukacji uczniów zdolnych. T. 2: Uczeń – nauczyciel – edukacja* [Selected issues in the education of gifted students. Vol. 2: Student – teacher – education] (pp. 35–59). Oficyna Wydawnicza Impuls.
- Trzebiński, J., & Zięba, M. (2003a). Nadzieja strata i rozwój [Hope, loss and personal growth]. *Psychologia Jakości Życia*, 2(1), 5–33.
- Trzebiński, J., & Zięba, M. (2003b). *Kwestionariusz Nadziei Podstawowej BHI-12* [Basic Hope Questionnaire BHI-12]. Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego.
- Veenhoven, R. (1988). The utility of happiness. *Social Indicators Research*, 20, 333–335. <https://doi.org/10.1007/BF00302332>
- Wiśniewski, C. (2009). Podmiotowość wyrazem regulacji stosunków człowieka z otoczeniem (kontekstualność problemu) [Subjectivity as an expression of the regulation of human relations with the environment (contextuality of the problem)]. In A. Popławska (Ed.), *Podmiotowość w praktyce edukacyjnej. Konteksty – działania – zagrożenia* [Subjectivity in educational practice. Contexts – actions – threats] (pp. 21–30). Niepaństwowa Wyższa Szkoła Pedagogiczna w Białymstoku.
- Zadworna-Cieślak, M., & Ogińska-Bulik, N. (2013). *Zachowania zdrowotne osób w wieku senioralnym – rola optymizmu* [Health behaviors in the group of people in late adulthood period – the role of optimism]. *Psychogeriatrya Polska*, 10(4), 145–156.
- Zalewska-Bujak, M. (2013). Nauczyciel – kreator szkolnych doświadczeń komunikacyjnych ucznia [The teacher – the creator of students' communication experiences at school]. In U. Szuścik (Ed.), *Nauczyciel – kreator rzeczywistości edukacyjnej. Kształcenie – teoria – praktyka nauczycielska* [The teacher – the creator of educational reality. Education – theory – teaching practice] (pp. 203–213). Wydawnictwo Naukowe Akademii Techniczno-Humanistycznej.
- Zawadzka, A., Zalewska, A., & Krysiak, K. (2016). Cechy osobowości, specyficzne wzorce adaptacji, dobrostan i zachowania obywatelskie wśród uczniów w różnym środowisku [Personality traits, specific adaptation patterns, well-being,

and civic behavior among students in different environments]. In K. Heland-Kurzak, M. Szostakowski, M. Trusewicz-Pasikowska (Eds.), *Doktoranckie doświadczenia i refleksje badawcze* [Doctoral experiences and research reflections] (pp. 106–118). Wydawnictwo Akademii Pedagogiki Specjalnej.