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**Occupational Well-Being: A Comparative Analysis  
of the Main Structural Models**

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**ABSTRACT**

The analysis of the main models of the occupational well-being of the individual and their component composition revealed the absence of a generally accepted universal model. Existing differences in the ideas of researchers regarding the definition of the essence of occupational well-being and its components are caused, first of all, by the subjective nature of the researched construct. The purpose of this study is comparative analysis of models of professional well-being and different approaches to their construction. In accordance with the purpose of the study, general scientific theoretical methods were applied, such as comparison, generalization and systematization of data. Existing models are characterized by a variety of structural elements, are often overloaded with components and don't always have a clear mechanism for the formation of the subjective well-being of an individual. Therefore, it is advisable to continue searching for the optimal model of professional activity that creates conditions for achieving professional well-being.

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**Keywords:**

Occupational Well-Being, Structure of Occupational Well-Being, Comparative Analysis of Models

**Introduction**

The preliminary theoretical analysis revealed the lack of a sufficient theoretical base and a generally accepted idea about the subjective professional well-being of an individual (Voitenko et al., 2022). Different approaches to the definition of this concept testify to the multifaceted nature of the problem of researching the subjective well-being of an individual in a professional environment (Bakker & Demerouti, 2007; Van Horn et al., 2004; Volynets, 2020). The problem of researching subjective professional well-being is related to the search for parameters and the development of models, thanks to which it is possible to determine the features of the emotional and evaluative attitude of an individual to himself as a professional, to his professional environment and organizational context from the standpoint of his

motivational and value orientation, which is accompanied by a feeling satisfaction or dissatisfaction (Schultz, 2008; Warr, 1990; Van Horn et al., 2004). The **purpose** of this study is a comparative analysis of models of professional well-being and the search for an optimal approach to determining the structure of subjective professional well-being.

### Literature review

On the basis of the conducted analysis, it was determined that the professional well-being of an individual is a complex structure of the subject's experience of certain aspects of his professional activity and life as a whole (Parker & Hyett, 2011). There are different approaches to defining the content of this concept. Professional well-being is considered by many researchers: 1) as a multidimensional construct containing a different number of components (Schultz, 2008; Warr, 1990; Van Horn et al., 2004); 2) as a balance of work requirements and received resources (Bakker & Demerouti, 2007; Karasek, 1998; Hobfoll, 1989); 3) as a result of the interaction between the working environment and the employee's personality (Hulin & Smith, 1967; Locke, 1976).

### Methodology

The specificity of the research goal determined the expediency of using a complex of general scientific theoretical methods, in particular analysis, generalization, systematization and comparison of scientific data. The research material was collected based on the analysis of scientific publications in the field of history of psychology, organizational and economic psychology, as well as behavioral sciences.

### Results and discussion

In the construction of models of professional well-being, the most popular is a multidimensional approach using various indicators, while researchers offer models of different dimensions: three-dimensional (Volynets, 2020); four-dimensional (Warr, 1990); five-dimensional (Cynthia, 2010); six-dimensional (Schultz, 2008); multidimensional (Van Horn et al., 2004). In our opinion, an approach that allows us to consider subjective well-being in the professional sphere as a multidimensional construct containing a different number of components that are measurable, open to development and can be managed to increase the efficiency of professional activity is promising (Schultz, 2008). A multidimensional approach makes it possible to more accurately assess the level of professional well-being of an employee, to analyze its nature, causes and consequences (Table 1).

**Table 1.**

*A multidimensional approach to the study of the professional well-being of an individual*

Perceptions of professional well-being	Content	Authors
Model P. Warr	Professional well-being is defined through four primary components: desire for growth and development, autonomy, emotional well-being, and competence. The indicators obtained by these components are then combined into the final indicator "integrated functionality", which characterizes the subjective side of professional well-being.	Warr (1990)
Multidimensional model	Professional well-being is determined through the following components: emotional (absence of emotional exhaustion, job satisfaction, organizational commitment); cognitive (the state of the employee's cognitive functions); behavioral (quality of interpersonal relationships and lack of signs of depersonalization); motivational (the level of autonomy of the specialist, the desire for professional growth and development, the presence of perceived goals and	Van Horn, Taris, Schaufeli, Schreurs (2004)

	meanings of the performed activity, the level of professional competence); psychosomatic (presence or absence of psychosomatic complaints)	
Six-dimensional model	Professional well-being is considered as a multidimensional construct containing six components: positive organizational relations, professional self-realization, work autonomy, work goals, environmental mastery (control over the work environment), career growth	Schultz (2008)
Focus-holistic model	The psychological well-being of an employee consists of three focuses: personal, professional, and organizational. The personal focus of an employee's psychological well-being includes life pursuits, life achievements, positivity, and the ability to reflect. Professional identity and professional self-concept, professional self-determination and professional self-realization are included in the focus of professional activities of psychological well-being. Organizational focus includes organizational culture, strategic orientation of the organization, positive relationships and relationships in the organization, success (satisfaction with relationships and relationships with colleagues and management, job content, working conditions and achievements).	Volynets (2020)

In one of the first models proposed by the English psychologist Warr, well-being was considered in the context of professional activity as a psychological structure determined by the conditions and content of work, which includes four primary components: the desire for growth and development, autonomy, emotional well-being and competence (Warr, 1990). The indicators obtained by these components were then combined into the final indicator "integrated functionality", which characterizes the subjective side of professional well-being. This model particularly emphasizes the role of emotional experiences in achieving professional well-being. Competence is determined by the degree of assimilation of professional knowledge, abilities and skills, and is a necessary prerequisite for successful work performance and a person's experience of professional well-being. The specifics of the relationship between the generalized indicator and individual indicators, which is differed, in particular, at different stages of the life cycle, remain unclear.

Later, based on the models of Warr (Warr, 1990) and Riff (Ryff & Keyes, 1995), a multidimensional model of professional well-being, which included affective, cognitive, professional, social and psychosomatic dimensions was proposed and tested (Van Horn et al, 2004). The authors of the multidimensional model showed that emotional components make the greatest contribution to the achievement of professional well-being. At the same time, leading theorists who operationalize the concept of well-being at work emphasize the importance of self-realization and personal growth (Warr, 1990).

According to the focus-holistic model (Volynets, 2020), the psychological well-being of an employee consists of three focuses: personal focus, professional focus, and organizational focus. The focus represents a certain subjective reality of the "I-existence" of the individual. When analyzing and evaluating one's own life, a person usually makes comparisons in two vectors: comparing oneself, one's own achievements with other people and certain norms (standards) of life in a specific social environment, and comparing oneself and one's own achievements over time (in the present compared to the past). If a person, making these comparisons, evaluates changes (shifts, possessions, events, experiences, etc.) as mostly positive, this may indicate that he is experiencing psychological well-being. The focal-holistic model is an attempt to reveal the integral relationship and influence of various focuses of psychological well-being on the life activities of employees. But it is difficult to agree with the mechanism of formation of the employee's psychological well-being proposed by this model, due to unclear criteria for choosing an object for comparison (other people or norms of life) and the lack of common ideas about norms among different people.

In our opinion, the idea that the model of measuring subjective professional well-being should be similar to the models of psychological well-being as a holistic phenomenon is quite legitimate. A review of the literature allows us to highlight the tendency to create psychological models of professional well-being based on the general theoretical basis laid down in the model of psychological well-being by Riff and Keyes (Ryff & Keyes, 1995). In the new models of professional well-being, components reflecting the uniqueness of a certain professional activity are introduced. These models connect the achievement of professional well-being with the realization of the desire for personal self-development and independence under the condition of professional competence and favorable emotional and psychosomatic states prevailing in a comfortable working environment.

The model of psychological well-being by Riff (1989), in contrast to the version by Warr (1990), focuses not only on affect and motivation, but also on the behavioral dimension. Warr's (1990) approach has an important advantage in that it specifically focuses on employee well-being and thus potentially offers a better understanding of how specific job characteristics affect employee well-being, but it does not consider the social aspect of occupational activity. In our opinion, it is incorrect to consider the assessment of personal professional well-being without comparing it with the assessment of personal social significance in the working environment. Nevertheless, both approaches are valuable for conceptualizing occupational well-being, so Van Horn's team decided to combine them by adding two more elements: cognitive and psychosomatic well-being (Van Horn et al., 2004). This model is based on the concept of emotional exhaustion by Maslach (1993). The affective dimension of the multidimensional model is the most differentiated compared to other approaches and includes, among other things, emotional exhaustion, which unites the enthusiasm-depression axes of Warr (1990) and concerns feelings of excess and depletion of emotional resources. The affective dimension of the multidimensional model is the most differentiated compared to other approaches and includes, among other things, emotional exhaustion, which unites the enthusiasm-depression axes of Warr (1990) and concerns feelings of excess and depletion of emotional resources. The dimension of social well-being includes depersonalization, which refers to indifferent and negative attitudes toward others. The measure of cognitive well-being was also developed by the authors as an analogue of the concept of emotional exhaustion by Maslach (1993). Cognitive fatigue specifically reflects workers' cognitive functions (how well they are able to absorb new information and focus on work). The psychosomatic dimension in this model refers to the presence or absence of psychosomatic complaints.

Schultz understands professional well-being as a multidimensional construct containing six components: positive organizational relations, professional self-realization, work autonomy, work goals, environmental mastery (control over the work environment), career growth (Schultz, 2008), and that actually represents a projection of Riff's general psychological model into the field of professional activity. The advantage of this model is the focus on indicators that relate only to work and can be managed to improve the efficiency of professional activity.

Multidimensional models are focused on the positive aspects of the professional well-being of an individual, are characterized by a variety of structural elements, but are often overloaded with components and do not always have a clear mechanism for the formation of the subjective well-being of an individual.

One of the directions of building models of professional well-being is a resource approach to support subjective professional well-being of employees (Schaufeli et al., 2009; Bakker & Demerouti, 2007; Karasek, 1998). Within this approach, occupational well-being is considered as a certain balance between the demands of the environment and the resources available to a person (job demands-rewards or job demands-control). Within this approach, occupational well-being is considered as a certain balance

between the demands of the environment and the resources available to a person (job demands-rewards or job demands-control). Emphasis on organizational factors and factors related to the conditions and content of activities in models of this type allows to more clearly explain the mechanism of formation of the professional well-being of the employee (Table 2).

**Table 2.**

*A resource approach to the study of the professional well-being of an individual*

Perceptions of professional well-being	Content	Authors
The Job demands-Control Model (JDC)	Mental stress is the result of the interaction of work demands and freedom of decision-making about work. The combination of a low level of decision-making freedom and heavy job demands is associated with mental stress and a decrease in the employee's psychological well-being. The same combination is also associated with job dissatisfaction. The resource of control is important for psychological well-being, motivation, and productivity, as well as for minimizing psychological and physiological load	Karasek (1979); Karask & Theorell (1990)
Theory of Conservation of Resources (COR)	Striving to create key resources that make life fulfilling and enjoyable throughout life. The feeling of an excess of these resources contributes to a positive sense of well-being; the feeling of not being able to obtain these resources provokes stress or a lack of well-being.	Hobfoll (1989)
The Job Demands-Resources Model (JD-R)	The process of deterioration of well-being occurs when work demands deplete workers' physical and mental resources, leading to burnout, negative health effects, and-ultimately-performance. The motivational process is caused by the abundance of work resources that stimulate work engagement either extrinsically, through the achievement of work goals, or intrinsically, through the satisfaction of basic needs for autonomy, relatedness, and competence, thus improving well-being and productivity	Bakker & Demerouti (2007)
The concept of psychological capital	Positive psychological capital refers to four positive psychological abilities: confidence, hope, optimism and resilience. Personal resources have a positive effect on job satisfaction and psychological well-being.	Luthans, Avolio, Avey, & Norman, (2007)

The job demands/control (JDC) model describes the effects of job characteristics on the health and psychological well-being of employees (Karasek, 1979). The employee's psychological well-being is considered in the context of two aspects of professional activity: work requirements and control of performance methods and activity results. How high the job demands are and how much control is given to employees is important for their well-being, motivation and productivity, as well as for minimizing psychological and physiological stress. Job demands are the physical, social, or organizational aspects of work that require physical or mental effort (work pace/time constraints, precise task requirements, and overall workload). Control is the degree of independence or authority in making decisions about the tasks to be performed, including the order in which they are performed, discretion in how the tasks are performed, or the degree of autonomy over the nature of the tasks themselves. Control resources moderate the impact of high demands on performance. The notion that people seek to control their environment is considered one of the most important elements in theories of occupational stress (Spector, 2002). Despite the popularity and durability of this model, it is widely criticized because most of the empirical data obtained are contradictory, the model does not take into account the individual characteristics of employees; different variables are used to measure requirements, control, and deformation; and also because of the insufficient number of longitudinal studies (Van der Doef & Maes, 1999).

Conservation of resources (COR) theory (Hobfoll, 1989) states that people tend to build up the key resources that make their lives fulfilling and enjoyable throughout life. An excess of these resources creates a positive sense of well-being, the feeling of not being able to obtain them causes stress or a lack of well-being. This theory received empirical support (Ganster & Perewe, 2011), which showed that much of human behavior is explained by attempts to create, protect, obtain, or prevent the loss of these key resources. Resources are classified as primary and secondary, where secondary resources are valued primarily for their potential to contribute to the creation or prevention of the loss of one or more primary resources. Primary resources include self-esteem, mastery, status, intimacy, and defense of self-enhancement (Hobfoll, 1989). Secondary resources help people obtain one or more primary resources and may include objects, relationships, conditions, or personal characteristics that serve as means to ultimate goals (Hobfoll, 1989).

The job demands-resources (JD-R) model (Bakker & Demerouti, 2007) represents a universal framework that is applicable in various professional settings, regardless of the specific characteristics of the workplace under consideration. According to the JD-R model, workplace factors can be classified into two general categories: job demands and job resources. Job demands (e.g., heavy workloads, emotional demands, and relationship conflicts) are physical, psychological, social, or organizational aspects of work that require employees to exert sustained physical and/or psychological effort. Therefore, they are associated with certain physiological and/or psychological costs. Job resources (e.g., learning and development opportunities, social support, and autonomy) are physical, psychological, social, or organizational aspects of work that (a) help employees achieve goals, (b) reduce job demands, and are related to costs and/or (c) stimulate personal growth. The process of deterioration of well-being occurs when work demands deplete workers' physical and mental resources, leading to burnout, negative health effects, and-ultimately-reduced productivity. The motivational process evokes a large number of work resources that stimulate work engagement either extrinsically, through the achievement of work goals, or intrinsically, through the satisfaction of basic needs for autonomy, positive relatedness, and competence, thus improving occupational well-being and productivity. This model became the theoretical basis for a large number of empirical studies, the conclusions of which largely confirm the assumptions of the model (Schaufeli et al., 2009). But there are still several important unresolved questions about JD-R, including the epistemological status of the model, the definition and distinction between "demands" and "resources", the inclusion of personal resources, the distinction between health impairment and motivational processes, questions of causality relevance and applicability of the model beyond the individual level (Schaufeli & Taris, 2014).

Some researchers focus not on external factors, but on personal characteristics of employees and their effectiveness. From the standpoint of Luthans's concept of psychological capital, individual characteristics (hope, efficiency, resilience, and optimism) are considered key factors on which employee well-being and productivity depend (Luthans et al., 2007). Personal resources have a positive effect on job satisfaction and psychological well-being. A high level of personal resources allows you to maintain involvement in the work process even in difficult stressful circumstances and with low satisfaction. Also, personal resources help to overcome organizational stress and contribute to adaptation to the work environment.

According to the resource models of occupational well-being, the state of being at work serves to achieve the employee's personal goals, such as career, growth, autonomy, competence, and positive relationships, which act as resources that can compensate for work demands and are related to they are physical and psychological costs. This indicates, in our opinion, that assessments of work-related well-

being are assessments of the contribution of work to the satisfaction of actualized needs and makes it appropriate to consider professional well-being in the context of the motivational sphere of the individual. A number of studies prove that professional well-being, and in particular job satisfaction, is the result of the interaction of the situation and the individual (Table 3).

**Table 3.**

*An interactive approach to the study of professional well-being*

Perceptions of professional well-being	Content	Authors
Two-factor model of job satisfaction	Job satisfaction represents the balance between role contributions, that is, what a person puts into a work role, and the results obtained.	Hulin & Smith, 1967
Theory of the range of affects	Satisfaction is determined by the match between what a person wants from work and what he has at work. Discrepancies between what is desired and what is received cause dissatisfaction only if a certain aspect of work is important to a person	Locke, 1976
Job Characteristics Model (JCM)	The intrinsic nature of work is the main factor that makes employees satisfied with their work. According to the theory, work that provides task identity, that is, the degree to which a person can see their work from start to finish; significance of the task; diversity of skills; autonomy and feedback is more likely to satisfy people's needs for mental challenge and self-realization, and therefore to be more satisfying and motivating to employees.	Hackman & Oldham, 1980
The effort-reward imbalance model	Professional unwell-being is the result of an imbalance of work effort (external: work pressure, or internal: high need for control) and received rewards (lack of promotion prospects)	Siegrist, 1996
Quality of Work Life (QWL) Model	The quality of employees' work lives depends on the extent to which the work environment, job demands, management behavior, and support programs in the organization are perceived as satisfying the needs of employees.	Sirgy et al., 2001

According to the two-factor model of job satisfaction, the degree of satisfaction is determined by a personal assessment of the conformity of what has been achieved to what the employee sets for himself as the standards of a good life. Job satisfaction represents the balance between role inputs (such as training, experience, time, and effort) and outcomes (pay, status, working conditions, and internal factors). Job satisfaction represents the balance between role inputs (such as training, experience, time, and effort) and outcomes (pay, status, working conditions, and internal factors). The greater the obtained results relative to the invested efforts, the higher the job satisfaction will be, other things being equal.

Affect range theory (Locke, 1976) states that satisfaction is determined by the match between what a person wants from work and what he has at work. Viewing values as what a person desires or considers important, the theory states that an individual's values will determine what satisfies them at work. The theory predicts that discrepancies between what is desired and what is received cause dissatisfaction only if a certain aspect of the job is important to the person.

The role of the work environment in ensuring job satisfaction is best described by Heckman and Oldham's (1980) job characteristics model (JCM). The model states that the intrinsic nature of work is the main factor that makes employees satisfied with their work. Five main characteristics that make work challenging and fulfilling are considered: (1) Task identity — the degree to which a person can see his work from beginning to end; (2) Task significance — the degree to which the work is considered important and significant; (3) Skill variety — the degree to which a job allows employees to perform different tasks; (4) Autonomy is the extent to which an employee has control and discretion over how to perform their work; (5) Feedback — the degree to which the job itself provides feedback about how the

employee is performing the job. According to the theory, work that is enriched to provide these basic characteristics is more likely to satisfy people's needs for mental challenge and self-actualization, and therefore to be more satisfying and motivating to employees.

The effort-reward imbalance model is designed to assess the adverse health consequences of stressful experiences at work (Siegrist, 1996). The focus of this model is on mutual exchange in professional life, where high cost/low return conditions are considered particularly stressful. Variables measuring low reward in terms of low status control (e.g., lack of promotion prospects, job insecurity) combined with high external (e.g., work pressure) or internal (personal coping style or high need for control) effort independently are risk factors for employees. Examining the adverse health consequences of high-effort/low-reward conditions seems warranted, especially given recent changes in the labor market. This model describes only one aspect of psychological well-being. A disadvantage of the model is also its focus mainly on the negative consequences of professional stress.

The Quality of Work Life (QWL) model was developed to determine the extent to which the work environment, job demands, supervisor behavior, and support programs in an organization are perceived as meeting the needs of employees. Seven basic needs have been identified, each of which has several aspects: 1) health and safety needs (protection from illness and injury at work and outside of work, as well as health promotion); 2) economic and family needs (salary, employment guarantee and other family needs); 3) social needs (collegiality at work and free time from work); 4) needs for respect (recognition and evaluation of work within the organization and outside of it); 5) actualization needs (realization of one's potential within the organization and as a professional); 6) need for knowledge (training to improve professional skills); 7) aesthetic needs (creativity at work).

The considered models were derived by the authors on the basis of theoretical analysis and subsequent empirical verification of the theoretical construct, therefore, they largely reflect the authors' subjective perception of the structure of human well-being in professional sphere. Therefore, in our opinion, it is necessary to find another way of determining the structure of subjective professional well-being of an individual in order to minimize the risk of cognitive distortions. Since the subjective well-being of an individual characterizes his internal state, empirical data on the content of the concept of subjective professional well-being can be obtained only from the surveyed respondents, analyzing their ideas about the studied construct.

## Conclusions

The conducted theoretical analysis of the problem of the professional well-being of the individual revealed the lack of a sufficient theoretical base and generally accepted idea about the subjective professional well-being of the individual. Different approaches to the definition of this concept testify to the multifaceted nature of the problem of researching the subjective well-being of an individual in a professional environment. Professional well-being is considered by many researchers: 1) as a multidimensional construct containing a different number of components; 2) as a balance of work requirements and received resources; 3) as a result of the interaction between the working environment and the employee's personality. The analysis of the main models of the professional well-being of the individual and their component composition revealed the absence of a generally accepted universal model. Existing models are characterized by a variety of structural elements, are often overloaded with components and do not always have a clear mechanism for the formation of the subjective well-being of an individual. Existing differences in the ideas of researchers regarding the definition of the essence of professional well-being and its components are caused, first of all, by the subjective nature of the researched construct. Differences are caused, first of all, by the fact that it is evaluated by the person

himself from the standpoint of his values and goals. Since values and goals are always individual, there cannot be a universal well-being structure for everyone. In this case, it is advisable to study the factors affecting subjective professional well-being. This means that in order to assess the state of subjective well-being in professional activity, it is necessary to adequately determine the components of this activity. In our opinion, the model for measuring subjective professional well-being should determine the extent to which the work environment, job requirements, behavior of managers and employees, and support programs in the organization are perceived as meeting the needs of employees and contributing to the realization of their values.

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