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# Happiness in Action (Hia): From Conceptual Framework to Systemic Wellbeing Practice

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# Abstract

The theoretical analysis conducted in this study indicates that existing models of subjective well-being remain largely fragmented and do not fully capture the dynamic interplay between an individual's internal psychological state, external socio-environmental conditions, and purposeful activity through which well-being is developed and sustained over time.

The study proposes a systems-based approach to subjective well-being, conceptualising happiness as a dynamic outcome of the continuous interaction between an individual's internal state, socio-environmental context, and purposeful activity.

Based on the findings, a two-component structure of subjective well-being was proposed, comprising internal harmony and external harmony, operationalised through 14 interrelated components. The analysis also identified a phenomenon of "selective perception", whereby individuals tend to attach greater importance to those well-being factors they perceive as most personally relevant, while paying comparatively less attention to other important components. These findings suggest that educational approaches aimed at developing a more holistic understanding of well-being and increasing awareness of the interrelationships among its components may help reduce this effect. The findings further indicate the potential importance of combining long-term goals related to meaning and personal values with short-term positive emotional states in the development and maintenance of sustainable well-being.

Drawing on the theoretical and empirical findings, the Happiness in Action (HIA) model was developed based on a two-component structure of subjective well-being. A distinctive feature of HIA is the Value Flow mechanism, conceptualised as a process through which individuals systematically assess their current state, identify priority areas for development, and undertake purposeful actions. This approach enables well-being to be understood as an evolving process rather than solely as a collection of discrete states or determinants.

Importantly, the HIA model may support the identification of needs, the establishment of priorities, and the development of systematic approaches to maintaining and enhancing well-being at both individual and collective levels.


# 1. Introduction

Subjective well-being remains one of the central topics in contemporary psychology and related disciplines. Models such as Seligman's PERMA framework (2002; 2011), Ryff's model of psychological well-being (1989), and Diener's theory of subjective well-being (1984; 1999) have made significant contributions to the understanding of subjective well-being by identifying its key dimensions and facilitating their empirical investigation.

However, these approaches primarily conceptualise well-being in terms of distinct but interrelated dimensions or components, with less explicit attention given to the dynamic mechanisms through which

these elements interact over time to shape, maintain, and develop sustainable subjective well-being.

In this context, Busseri and Sadava (2011) emphasise that, despite substantial progress in the study of subjective well-being, the structural relationships among its core components remain theoretically contested. The authors note that uncertainty regarding the structure of subjective well-being has important implications for its conceptualisation, measurement, and analysis, highlighting the need for further investigation of the processes through which well-being is generated and sustained.

To address this gap, the present study proposes a process-based model of subjective well-being, *Happiness in Action (HIA).* Unlike existing approaches, the HIA model conceptualises subjective well-being as a dynamic and continuous process that emerges from the reciprocal interaction between internal psychological processes and external conditions. The model assumes that neither internal nor external factors alone determine well-being; rather, sustainable subjective well-being develops through their ongoing and mutually reinforcing interaction. The central question addressed by HIA is therefore not only “What does happiness consist of?” but also “How does a person translate their values into actions and valued outcomes that create and sustain well-being?”

The *objectives* of the present study are:

1. to critically review existing theories of subjective well-being and identify their limitations to justify the development of the HIA model;
2. to provide theoretical and empirical support for the conceptual foundations and structural components of the proposed model;
3. to develop an integrative process-based model of subjective well-being that explains the mechanisms underlying the development, maintenance, and long-term sustainability of subjective well-being.

## 2. A Comprehensive Review of Theories and Models of Subjective Well-Being

In contemporary scientific literature, theories and models of subjective well-being can be broadly categorised into three major levels of analysis:

2.1. Approaches that emphasise internal factors in well-being;

2.2. Approaches that emphasise external factors in well-being;

2.3. Approaches that emphasise integrating multiple determinants of well-being.

This classification is based on differences in the ways theoretical perspectives conceptualise the primary determinants of well-being. Specifically, these approaches vary in the extent to which they attribute well-being to internal subjective experiences and psychological processes, external contextual and social conditions, or the dynamic interaction of personal activity, values, self-realisation, and environmental influences.

## 2.1. Approaches that emphasise internal factors in well-being (Psychological Well-Being)

At the internal (psychological) level, hedonic approaches conceptualise well-being primarily as a subjectively experienced state, focusing on affective experiences and cognitive evaluations of life (Diener, 1984, 1999; Kahneman, 1999, 2011). Diener conceptualises subjective well-being as involving emotional reactions and cognitive evaluations, particularly life satisfaction (Diener, 1984, 1999). He identifies several approaches to happiness, including need, goal, activity, and judgment theories: “A number of theoretical approaches to happiness are presented and discussed” (Diener, 1984, p. 542). However, this perspective primarily describes subjective states rather than fully explaining how well-being develops and changes over time.

Kahneman (1999, 2011) focuses on the quality of ongoing experience and the factors that make life pleasant or unpleasant. His concept of *experienced utility* refers to “the measure of the quality of experience in the present” (Kahneman et al., 1999, p. 3). This approach provides less attention to personal development and the long-term dynamics of well-being.

Thus, these approaches emphasise subjective experience, affect, and cognitive evaluation, while providing a more limited account of how well-being develops over time.

## 2.2. Approaches that emphasise external factors in well-being (Social Environment)

At the external level, well-being is conceptualised in relation to social contexts, environmental conditions, and external resources that shape human development and quality of life (Bronfenbrenner, 1979, 1989; Veenhoven, 2000). Bronfenbrenner describes development as a process of “mutual accommodation” between the individual and the environment (Bronfenbrenner, 1979, 1989), focusing on “analysing contexts... and the manner in which these contexts affect the course of human development” (Bronfenbrenner, 1979, p. 21). This emphasis on environmental influence gives comparatively less attention to individual agency, a limitation later reflected in his description of the earlier model as “an ecology of development without a developing person” (Bronfenbrenner, 1989, p. 188).

Veenhoven (2000) focuses on the *livability of the environment*, emphasising environmental quality and resource availability. However, “A good life-ability of the environment is not a guarantee for a good life” (Veenhoven, 2000, p. 6), highlighting the distinction between favourable external conditions and experienced well-being.

These approaches establish the importance of environmental conditions and opportunities, while providing a more limited account of how individuals perceive and transform them into personal well-being.

## 2.3 Approaches that emphasise integrating multiple determinants of well-being.

Multidimensional approaches conceptualise well-being as an outcome of interacting psychological, behavioural, and social factors. They emphasise personal growth, meaning, autonomy, social connectedness, achievement, intrinsic motivation, and intentional activity.

Ryff (1989) shifts the focus from emotional comfort towards eudaimonic well-being, highlighting autonomy, personal growth, and purpose in life. However, her model primarily describes the structure of well-being rather than fully explaining how it develops over time.

Deci and Ryan's (2000) Self-Determination Theory identifies autonomy, competence, and relatedness as fundamental psychological needs that support well-being. Nevertheless, it pays less attention to long-term personality development and the dynamic interaction between individual and contextual factors.

Seligman's (2011) PERMA model conceptualises flourishing through five components: positive emotions, engagement, relationships, meaning, and accomplishment. Despite its comprehensive perspective, the model focuses more on describing the dimensions of well-being than on explaining how they interact and change over time.

Csikszentmihalyi (1990) links well-being to flow, an optimal state that occurs when the challenges of an activity are balanced with an individual's skills. Although this concept explains the role of intrinsic motivation and deep engagement, it primarily focuses on specific experiences rather than the long-term development of well-being.

Lyubomirsky (2007) identifies genetic predispositions, external circumstances, and intentional activities as factors influencing happiness. This approach highlights the importance of deliberate action, although the relatively fixed proportions attributed to these factors may oversimplify the dynamic interactions between individuals, their behaviour, and their environments.

The Engine Model of Well-Being proposed by Jayawickreme et al. (2012) integrates Inputs, Processes, and Outcomes, conceptualising well-being as the result of interactions between individual and environmental factors. However, the model does not specify a practical, sequential algorithm through which individuals can assess their current state, set goals, take action, and adjust their behaviour based on the outcomes achieved.

Overall, these approaches broaden the understanding of well-being by integrating its psychological, behavioural, and social determinants. Nevertheless, there remains a need for a more dynamic and practically oriented framework that not only describes the components and determinants of well-being but also explains how individuals can deliberately develop, maintain, and improve their well-being over time.

Across the three groups, three recurring limitations emerge. First, they give ***limited attention to developmental dynamics,*** providing insufficient explanation of how well-being changes over time. Second, there is ***insufficient integration of internal and external determinants,*** which are often examined separately. Third, many approaches remain ***predominantly descriptive rather than explanatory***, identifying what contributes to well-being without fully explaining how these factors interact to generate and sustain it.

# 2. Operationalisation of the conceptual framework

Following the review of existing conceptualisations of subjective well-being, the next stage of the study involved the operationalisation of this construct. One of the key objectives was to adopt terminology that would be accessible not only to researchers but also to the general public. Since the term *"happiness"* is more familiar and intuitive than *"subjective well-being,"* it is used as the core concept within the *Happiness in Action (HIA)* model.

The literature suggests that, at the internal (psychological) level, happiness is associated with self-realisation, autonomy, and personal growth (Csikszentmihalyi, 1990; Diener, 1984, 1999; Kahneman, 1999, 2011), whereas at the external (socio-environmental) level it is shaped by environmental conditions and social context (Bronfenbrenner, 1979, 1989; Veenhoven, 2000). Integrative approaches further conceptualise happiness as a multidimensional construct comprising psychological, behavioural, and contextual components (Deci & Ryan, 2000; Lyubomirsky, 2007; Ryff, 1989; Seligman, 2011).

The literature therefore indicates that happiness emerges through the continuous interaction of internal and external factors. To capture these two interrelated dimensions, the HIA model introduces the concepts of internal harmony and external harmony.

*Internal harmony* is defined as a state of alignment between an individual's thoughts, emotions, values, and behaviour that promotes psychological resilience and subjective well-being.

*External harmony* is defined as a state of congruent interaction between the individual and the social and life environment, in which external conditions are consistent with the person's needs, values, and life goals.

Accordingly, the present study defines happiness as a state of sustainable subjective well-being that emerges through the continuous interaction between internal and external harmony.

To operationalise the model, both constructs were further specified through a set of structural components. The theoretical analysis identified seven components of internal harmony (Table 1) and seven components of external harmony (Table 2), which together constitute the conceptual foundation of the *Happiness in Action (HIA)* model.

Table 1
Elements of Internal Harmony

| # | *Element* | *Theoretical Foundation* | *Role in the Formation of Happiness* |
|---|---|---|---|
| 1 | Self-acceptance and personal growth | Happiness is associated with congruence of the self—alignment between the “real self” and the “ideal self,” as well as a reduction of internal conflict | Ensures stable self-esteem and inner integrity; reduces psychological tension Rogers (1961) |
| 2 | Care for physical and mental health | Well-being is grounded in processes of health maintenance and stress resilience | Builds physiological and psychological resilience; serves as the foundation for all other components Antonovsky (1979) |
| 3 | Ability to notice and create positive experiences | Positive emotions broaden cognitive and behavioural resources | Enhances psychological resilience and builds emotional resources Fredrickson (2009) |
| 4 | Availability of sufficient resources for stable living | Subjective well-being is linked to the level of accessible material and social resources | Reduces stress and provides a basic sense of security Deaton (2010) |
| 5 | Emotional self-regulation | The ability to recognise and manage emotions increases personal adaptability | Ensures emotional stability and reduces impulsive behavior Goleman (1995) |
| 6 | Mindful presence in the present moment | Full engagement in the current experience reduces anxiety and enhances life satisfaction | Increases the capacity to experience satisfaction “here and now” Csikszentmihalyi (1990) |
| 7 | Presence of meaning and long-term goals | Happiness is associated with meaningfulness of life and direction of activity | Provides inner grounding, motivation, and resilience to crises Frankl (1946, 1959) |

Table 2
Elements of External Harmony

| 1 | *Element* | *Theoretical Foundation* | *Role in the Formation of Happiness* |
|---|---|---|---|
| | **Inspiring environment (people around)** | **The quality of social relationships is consistently associated with subjective well-being and health in longitudinal studies** | **Associated with increased well-being, stress resilience, and a sense of social belonging Waldinger & Schulz (2023)** |
| 2 | Comfortable space (home and work) | Environmental factors are linked to stress responses and cognitive restoration processes | Associated with reduced psychophysiological stress and improved emotional recovery Sternberg (2009) |
| 3 | Interaction with nature | Natural environments are linked to attention restoration and reduced mental fatigue | Associated with restoration of cognitive resources and stress reduction Kaplan & Kaplan (1989) |
| 4 | Social recognition and self-realization | Satisfaction of the need for respect and recognition is linked to motivation and psychological well-being | Contributes to self-esteem, motivation, and a subjective sense of significance Maslow (1954) |
| 5 | Use of societal resources | The social environment serves as a condition for the development of mental functions and individual capabilities | Enables the expansion of cognitive and social capacities Vygotsky (1978) |
| 6 | Altruism and giving resources | Prosocial behavior is consistently associated with higher levels of subjective well-being | Associated with a sense of meaning, social connectedness, and emotional fulfilment, Fromm (1956,1976) |
| 7 | Emotional resilience and boundaries | Psychological differentiation is linked to resilience to interpersonal stress in family systems | Associated with emotional stability, reduced burnout, and preservation of identity Bowen, 1978) |

The identified dimensions of internal and external harmony span different levels of the individual, from basic resources such as health and the physical environment to higher-order meanings and values. Together, they contribute to a holistic understanding of well-being. However, happiness should not be understood simply as a combination of internal and external conditions, but as the outcome of their dynamic interaction. This perspective is consistent with General Systems Theory (Bertalanffy, 1968), which conceptualises the individual as an open system in continuous interaction with the environment, where changes in one component can affect the functioning of the whole system.

Within this perspective, a further condition for sustainable well-being is the alignment between deeply held life goals and genuine moments of positive experience. Well-being encompasses both hedonic dimensions, such as pleasure, positive affect, and life satisfaction, and eudaimonic dimensions, including meaning, personal growth, and self-realisation (Ryan & Deci, 2001; Huta & Ryan, 2010). Self-Determination Theory suggests that intrinsically motivated goals supported by autonomy, competence, and relatedness can promote sustained engagement and well-being (Deci & Ryan, 1985; Ryan & Deci,

2001). Meaning in life can also function as a psychological resource supporting resilience and coping under adversity (Frankl, 1959; Steger, 2012).

Thus, *deep goals may provide direction, meaning, and resilience, while moments of joy may reinforce engagement and contribute to the subjective experience of well-being*. Their alignment, together with supportive internal and external conditions, may therefore provide a basis for sustainable happiness.

These theoretical foundations support the HIA model, in which sustainable well-being is conceptualised through the interaction of two key components: *deep goals and moments of joy*. These concepts operationalise the core elements of the model. Deep goals provide long-term direction and stability through meaning-making and motivational orientations, such as self-realisation, personal development, and meaningful relationships. Moments of joy, by contrast, represent short-term positive emotional experiences, such as pleasure, positive affect, and satisfaction, supporting current well-being and emotional balance.

Within the HIA model, both components form part of *internal harmony*. Deep goals reflect the individual's value-meaning system, providing purpose and life coherence, while moments of joy reflect the capacity to experience positive emotions and maintain affective balance. Together, they capture key value-meaning and emotional dimensions of internal harmony.

Further analysis of the scientific literature suggests that *happiness is not exclusively an innate and unchangeable trait, but a dynamic state that develops throughout life* and can be partially modified through cognitive, behavioural, and emotional factors.

Theoretical approaches support *the malleability of subjective well-being*. Lyubomirsky (2007) proposes that well-being is influenced by genetic factors, external circumstances, and intentional activity, with the latter representing a potentially modifiable component. Research on neuroplasticity further indicates that the brain can undergo functional and structural changes in response to experience, including mindfulness, emotional regulation, and cognitive training (Davidson & Begley, 2012). Similarly, Seligman's (1990) theory of learned optimism suggests that interpretations of life events can be modified through cognitive strategies, influencing optimism and subjective well-being.

Together, these perspectives support the view that subjective well-being is partially malleable and can be influenced by individual cognitive, emotional, and behavioural activity.

The theoretical foundations of the HIA system can be summarised as follows:

- *Happiness* is understood as the outcome of the interaction between *internal (psychological) and external (social-environmental) harmony*, both of which represent important determinants of well-being.
- *Sustainable happiness* involves both long-term meaningful orientation (*deep goals*) and regular positive emotional experiences (*moments of joy*).

- Happiness can be understood as a construct that is modifiable to some extent, as the cognitive, emotional, and behavioural capacities associated with it are amenable to development.

Following this theoretical analysis, the study proceeded to a second stage: an empirical investigation of respondents' perceptions of the HIA system's core conceptual foundations for sustainable happiness.

# 3. Methodology

### 3.1. Research Design

A sequential mixed-methods design was employed to empirically examine the conceptual foundations of the Happiness in Action framework. The study comprised a quantitative survey followed by a qualitative focus group. The quantitative component examined participants' perceptions of factors associated with happiness and the proposed dimensions and mechanisms of the Happiness in Action framework. The subsequent focus group provided deeper insight into participants' interpretations of these concepts and their perceived relevance and applicability in everyday life.

The study examined four hypotheses derived from the preceding theoretical analysis:

- *H1:* Happiness results from the interaction between internal (psychological) and external (social-environmental) harmony.
- *H2:* Internal and external harmony are perceived as significant determinants of subjective well-being.
- *H3:* Subjective well-being involves both long-term meaningful orientation (deep goals) and short-term emotional reinforcement (moments of joy).
- *H4:* Subjective well-being can be partially developed through cognitive, emotional, and behavioural skills.

### 3.2. Sample and Sampling

The target population comprised 4,120 undergraduate students at Arden University, enrolled at Levels 4–6 in blended-learning mode across the BA (Hons) Business and BA (Hons) Business with Foundation Year programmes at all campuses. This population provided a clearly defined context for examining subjective well-being among students managing academic, professional, and personal responsibilities.

Students who met the study eligibility criteria were invited to participate during in-person classes. Lecturers introduced the study and shared a QR code linking to the online questionnaire, which students could access using their own devices. Participation was voluntary and based on informed consent. No financial or other incentives were provided. Data collection took place from November 2025 to March 2026.

A total of 360 students completed the questionnaire, and all completed responses were included in the quantitative analysis. The minimum required sample size was estimated at approximately 352 participants for a finite population of 4,120 students, assuming an expected proportion of 50%, a 95% confidence level (z = 1.96), and a 5% margin of error. The achieved sample of 360 participants therefore met the estimated minimum sample-size requirement.

The sample comprised 205 female participants (56.9%), 150 male participants (41.7%), and five participants (1.4%) who identified as non-binary or preferred not to disclose their gender. The largest age group was 35–44 years (34.2%), followed by 25–34 years (26.1%) and 45–54 years (18.1%). Most participants were economically active, including those employed full-time or part-time and those who were self-employed. Geographically, participants originated primarily from Western Europe (44.4%), Eastern Europe (29.2%), and Northern Europe (14.7%), with additional representation from Asia, Africa, Southern Europe, Latin America, and Oceania.

The sample was intended to identify general patterns in students' perceptions of happiness and subjective well-being. The diversity of participants in terms of age, gender, employment status, and geographical background provided a range of life circumstances relevant to the study objectives. Nevertheless, the university-based context and educational profile of the sample should be considered when interpreting the findings. The results are therefore regarded as preliminary empirical evidence concerning the applicability of the Happiness in Action framework within this population, while further research across diverse educational, occupational, and population contexts is required to assess its broader generalisability.

### 3.3. Data Collection

Quantitative data were collected through a structured online questionnaire administered using Microsoft Forms. The questionnaire examined participants' perceptions of factors associated with happiness and the proposed dimensions of the HIA framework.

The questionnaire included 14 items assessing the perceived importance of factors associated with happiness and well-being, using a five-category response scale ranging from "Not at all important" to "Very important". It also included an item assessing agreement with the proposed relationship between happiness and harmony with oneself and the surrounding world, using a five-category agreement scale ranging from "Strongly disagree" to "Strongly agree".

Two further items assessed the perceived importance of meaning and stability and moments of joy and lightness using a scale from 0 to 10. Demographic information included gender, age, highest educational level, employment status, and region of origin.

A total of 360 completed responses were included in the quantitative analysis. No missing responses were present in the final dataset.

Following completion of the survey, one voluntary online focus group involving 10 survey respondents was conducted via MS Teams. The 90-minute focus group was prepared using a pre-designed discussion guide based on the HIA conceptual framework and the main themes examined in the quantitative stage. The guide included open and follow-up questions designed to explore participants' understanding of the HIA components, their relevance to personal experiences of happiness and well-being, and their practical applicability in everyday life. The discussion was facilitated in accordance with the guide, while participants were given the opportunity to elaborate on their views, experiences, and examples. *The discussion was documented through detailed written notes taken during the session by the research team.* No video recording was made in accordance with the university's ethical recommendations, as the study had been classified as higher risk due to its potential to address sensitive aspects of participants' personal experiences and well-being. Also it was considered that video recording could substantially affect participants' openness and willingness to share personal experiences, potentially reducing the naturalness and authenticity of the discussion.

The quantitative and qualitative components served complementary purposes. The survey provided quantitative evidence concerning participants' perceptions of happiness and well-being, while the focus group provided qualitative insight into participants' interpretations of the proposed HIA dimensions and their practical relevance.

### 3.4. Data Analysis

Quantitative data were exported from Microsoft Forms and organised and analysed using Microsoft Excel and JASP. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated to summarise participants' responses.

or questionnaire items using five response categories, chi-square goodness-of-fit tests ($\chi^2$) were conducted to determine whether the observed response distributions differed significantly from a uniform distribution across the five response categories. The chi-square calculations were performed using Microsoft Excel. Statistical significance was assessed at $p < 0.05$, and 95% confidence intervals were calculated where applicable.

In addition, the study included an empirical examination and validation of the proposed two-component HIA (Happiness in Action) model, integrating the internal and external dimensions of subjective well-being. Based on the survey data (N = 360), psychometric, factor, and regression analyses were conducted to empirically examine the structure of the HIA model and the relationships among its principal components. The resulting coefficients and statistical indicators were used to assess the extent to which the empirical data supported the proposed two-component structure of Internal Harmony and External Harmony, as well as the theoretically proposed relationships among their components.

The quantitative analyses were used to examine response patterns relevant to the four hypotheses. The findings were interpreted in relation to the proposed relationships between internal and external

harmony, meaningful orientation, positive emotional experiences, and the potential for developing subjective well-being through cognitive, emotional, and behavioural capacities. Taken together, the psychometric, factor, and regression analyses provided an empirical basis for examining and validating HIA as an integrated model of subjective well-being.

The focus-group material was analysed through a systematic review of the notes to identify recurring ideas and patterns relevant to the HIA framework. Responses were grouped into broader thematic categories reflecting participants' perceptions of happiness, their interpretations of the proposed HIA dimensions, and the perceived practical relevance of the framework. Conclusions were drawn based on an analysis of participants' views, while the qualitative findings were used to provide additional interpretation and contextualisation of the quantitative survey results.

### 3.5. Ethical Considerations

Ethical approval was obtained from ***** University on 4 November 2025, prior to the commencement of data collection (Project Reference: P16528). The study was conducted in accordance with the ethical requirements of the university and the conditions of the approved research project.

Confidentiality and anonymity were maintained throughout the data collection, analysis, and reporting processes. No personally identifiable information was included in the dataset used for analysis or publication of the findings. Research data were handled and stored in accordance with applicable university requirements.

## 4. Results and Discussions

### 4.1. Empirical Validation of the HIA Sustainable Well-Being Framework

#### Hypothesis H1

Respondents were asked to evaluate the statement that happiness represents a state of internal (psychological) and external (social-environmental) harmony (Figure 1).

The results indicate strong support for the proposed conceptualisation. Overall, 90.0% of respondents agreed or strongly agreed, while 5.2% were neutral and 4.7% disagreed or strongly disagreed. The response distribution differed significantly from a uniform distribution across the five response categories, $\chi^2(4) = 106.2$, $p < .001$. The 95% confidence interval for positive responses was 86.9%–93.1%. These findings provide *strong empirical support for H1*, indicating a high level of agreement that happiness involves both internal and external harmony.

#### Hypothesis H2

Respondents were asked to evaluate the relative importance of each identified component of internal (psychological) harmony (Table 3) and external (social-environmental) harmony (Table 4) in achieving

and maintaining happiness.

Table 3. Assessment of Internal Harmony elements (*Percentage of respondents, %*)

| # | *Element* | *Strongly agree (%)* | *Agree (%)* | *Somewhat agree (%)* | *Somewhat disagree (%)* | *Disagree (%)* |
|---|---|---|---|---|---|---|
| 1 | I accept myself without the need for approval from others and continuously develop myself, creating a better version of myself. | 51.4% (185) | 32.6% (117) | 9.9% (36) | 4.1% (15) | 1.9% (7) |
| 2 | I regularly take care of my physical and mental health | 74.6% (269) | 20.7% (75) | 3.0% (11) | 0.8% (3) | 0.8% (2) |
| 3 | I am able to notice and create joyful moments in everyday life | 58.0% (209) | 32.9% (118) | 6.6% (24) | 1.9% (7) | 0.6% (2) |
| 4 | I have sufficient resources for a comfortable life | 48.3% (174) | 37.8% (136) | 11.3% (41) | 1.7% (6) | 0.8% (3) |
| 5 | I am able to manage my emotions | 53.9% (194) | 38.4% (138) | 5.5% (20) | 1.7% (6) | 0.6% (2) |
| 6 | I live in the present moment, without getting stuck in the past or worrying about the future | 50.6% (182) | 36.2% (130) | 10.5% (38) | 2.5% (9) | 0.3% (1) |
| 7 | I have deep life goals that give meaning to my life | 49.2% (177) | 42.8% (154) | 5.2% (19) | 2.5% (9) | 0.3% (1) |

The results indicate that all examined components were perceived as important contributors to subjective well-being, with positive responses exceeding 80% across all internal harmony items. Response distributions differed significantly from a uniform distribution across the five response categories ($\chi^2(4) > 9.49$, $p < .05$), indicating that responses were not evenly distributed across the response categories. Mean scores were above the neutral midpoint across all indicators. The highest levels of endorsement were observed for *physical and mental health care* (Item 2), *the ability to experience positive everyday moments* (Item 3), and *emotional regulation* (Item 5).

Table 4. Assessment of External Harmony elements (*Percentage of respondents, %*)

| # | *Element* | *Strongly agree (%)* | *Agree (%)* | *Somewhat agree (%)* | *Somewhat disagree (%)* | *Disagree (%)* |
|---|---|---|---|---|---|---|
| 1 | My environment (people around me) inspires, supports, and brings joy | 45.9% (165) | 36.2% (130) | 14.6% (53) | 2.2% (8) | 1.1% (4) |
| 2 | The space where I live and work gives me a sense of comfort | 41.2% (148) | 35.9% (129) | 18.8% (68) | 3.9% (14) | 0.3% (1) |
| 3 | Nature helps me recover, and I try to spend more time in it | 30.4% (109) | 41.2% (148) | 19.6% (71) | 7.7% (28) | 1.1% (4) |
| 4 | I feel part of society, finding recognition and opportunities for self-realisation within it | 46.1% (166) | 40.1% (144) | 10.2% (37) | 2.5% (9) | 1.1% (4) |
| 5 | I use societal resources (education, healthcare, culture, etc.) for my development | 22.9% (82) | 39.2% (141) | 25.1% (90) | 10.2% (37) | 2.5% (9) |
| 6 | I regularly share attention, kindness, and other resources with others | 47.0% (169) | 39.8% (143) | 9.4% (34) | 3.3% (12) | 0.6% (2) |
| 7 | In interactions with others, I am able to maintain emotional stability and, when necessary, protect my personal boundaries | 45.9% (165) | 36.2% (130) | 14.6% (53) | 2.2% (8) | 1.1% (4) |

The high proportion of positive responses across all items (>70%) indicates that respondents perceive all examined indicators of external harmony as important contributors to subjective well-being and happiness.

Response distributions differed significantly from a uniform distribution ($\chi^2 > 9.49$, $df = 4$, $p < 0.05$), indicating that responses were not evenly distributed across the response categories. Mean scores were also above the neutral midpoint ($p < 0.001$), indicating strong agreement with the proposed components.

The highest endorsement was observed for *a supportive and inspiring social environment* (Item 1), *access to societal resources for personal development* (Item 5), and *the ability to maintain emotional stability and personal boundaries in interpersonal interactions* (Item 7).

Thus, internal and external harmony comprise multi-component systems in which each element contributes to subjective well-being, although their perceived importance varies. These differences suggest selective perception, with respondents prioritising personally salient factors while underestimating others.

A focus group further supported this interpretation. Participants acknowledged prioritising personally significant elements and reported that they had previously overlooked the contribution of certain factors, such as interaction with nature, to subjective well-being. Initial exposure to the HIA framework also increased awareness of the importance of developing all system components rather than focusing only on the most salient ones.

These findings suggest that selective perception can be addressed through targeted educational and developmental interventions within the HIA system. Training modules and practical exercises may broaden users' attention beyond individually prioritised factors, enhancing the system's potential to foster sustainable subjective well-being.

**Hypothesis H3**

Hypothesis H3 proposes that sustainable happiness is formed through the interaction of two components: deep life goals and recurring positive emotions associated with moments of joy (Figure 2).

Both deep life goals and moments of joy were perceived as important, with positive evaluations exceeding 65% for both factors. Moments of joy received slightly higher positive evaluations (70.8%) than deep life goals (66.3%). However, the difference was not statistically significant, $\chi^2(2) = 4.50$, $p = .105$. The 95% confidence interval for the difference in positive evaluations (−2.2% to 11.0%) included zero, consistent with the absence of a statistically significant difference between the two factors.

The findings indicate that *deep life goals* and *moments of joy* are both perceived as important components of subjective well-being. Focus-group findings indicated that neutral responses reflected uncertainty rather than rejection. After reviewing the theoretical models and real-life examples, participants recognised both factors as important foundations of well-being.

The results suggest that participants' understanding of different well-being components may influence how they assess their importance, highlighting the potential value of preliminary educational preparation when developing individual well-being models.

**Hypothesis H4**

The focus group provided qualitative evidence relevant to H4. Participants reported that taking part in the study broadened their understanding of happiness and increased their willingness to apply recommendations aimed at developing cognitive, emotional, and behavioural skills. Participants rated the extent to which the study improved their understanding of happiness at a mean of 4.69 on a five-point scale (1 = minimal, 5 = maximum), indicating a high perceived impact on understanding. Participants also expressed a preference for practical, structured, and action-oriented approaches over abstract recommendations. These findings provide preliminary qualitative support for H4 and suggest

that participants perceived aspects of well-being as potentially developable through cognitive, emotional, and behavioural skills.

The present study also included an *empirical validation of the two-component HIA (Happiness in Action) model,* which integrates the internal and external dimensions of happiness. Using survey data from N = 360 participants, psychometric, factor, and regression analyses were conducted to empirically examine and validate the proposed structure of the HIA model and the relationships among its principal dimensions.

- *High psychometric reliability.* The 14-item questionnaire demonstrated high internal consistency both for the overall HIA scale (α = .894) and for its two subscales: Internal Harmony (α = .826) and External Harmony (α = .833).
- *Empirical support for the two-component structure.* Factor analysis demonstrated high sampling adequacy (KMO = .915; Bartlett's $\chi^2(91) = 2004.63$, $p < .001$) and identified a two-factor solution broadly consistent with the theoretical distinction proposed by HIA between internal Harmony and external Harmony. The first two factors jointly accounted for 52.39% of the total variance. Indicators related to health, emotional regulation, mindfulness, self-acceptance, and life goals predominantly represented the internal dimension, whereas indicators related to the social environment, living space, nature, and societal resources predominantly represented the external dimension.
- *Statistically significant role of internal harmony.* Multiple regression analysis indicated that the overall model was statistically significant ($R^2 = .046$, $F(2,357) = 8.63$, $p < .001$). Internal harmony demonstrated a statistically significant positive coefficient (B = .292, p = .019), whereas the unique contribution of external harmony was not statistically significant in this model (B = .083, p = .443). These findings do not imply that external harmony is unrelated to happiness; rather, they indicate a difference in its unique statistical contribution when both dimensions are considered simultaneously.

The findings also have implications for the practical application of the HIA model. Individuals may not always be able to identify independently which internal and external conditions are necessary for achieving and maintaining happiness. Developing awareness of personal needs, goals, emotional states, and sources of support may require the development of relevant cognitive, emotional, and behavioural capacities. Accordingly, HIA conceptualises happiness not only as a state but also as a *process that can be learned and developed* through systematic self-assessment, identification of areas requiring attention, prioritisation, and the translation of values and goals into purposeful actions.

Overall, the findings provide *initial empirical support* for the HIA model as a two-component framework for assessing internal and external dimensions of harmony associated with happiness. The model has potential applications in well-being research, self-development programmes, self-management practices, and corporate well-being programmes.

**4. The development of a process-oriented system of sustainable happiness (HIA) based on identified shortcomings and a developed conceptual framework.**

Development of the HIA sustainable happiness system includes 4 stages (Figure 3).

**Stage I: Theoretical Conceptualisation**

This stage defines the key concepts of the HIA system and their interrelations. It explores the role of internal and external harmony, life purposes, and moments of joy in shaping subjective well-being. The system is understood as a dynamic structure that develops through cognitive and behavioural practices.

**Stage II: Comprehensive Diagnostics — Self-Assessment**

This stage is crucial because developing subjective well-being requires a prior assessment of an individual's current state. Within the HIA system, a diagnostic questionnaire has been developed based on components of internal and external harmony. Brief explanations are provided to improve response accuracy and minimise misinterpretation.

Current happiness is assessed on a 10-point scale, with 1 representing the minimum and 10 the maximum level. This format simplifies the assessment by avoiding the need to verbalise experiences using terms such as "often" or "sometimes." As an example, responses from a hypothetical respondent are presented in Table 5, illustrating the format used to interpret the collected data.

Table 5. HIA System Self-Assessment Table with Illustrative Example on Hypothetical Respondent

| *Internal Harmony* | | | |
|---|---|---|---|
| *#* | *Element* | *Score (1-10)* | *Impact on sustainable happiness* |
| 1 | Self-acceptance and development: I accept myself with all my strengths and weaknesses, without the need for constant external approval. | 4 | Builds internal resilience; reduces dependence on external validation and lowers anxiety. |
| 2 | Health care: My physical condition and energy level allow me to fully engage in each day. | 9 | Determines overall vitality and emotional stability; supports the body's ability to cope with stress. |
| 3 | Joy in everyday life: I easily notice reasons for joy and gratitude and can create them myself. | 5 | Shapes the emotional richness of life; helps maintain balance even in the presence of difficulties. |
| 4 | Resources for a comfortable life: I feel that I have sufficient material and other resources to achieve my plans. | 5 | Creates a basic sense of stability; allows focus on development and personal growth. |
| 5 | Emotional regulation: I understand my emotions and can manage them effectively. | 4 | Influences decision-making quality; helps maintain stability and avoid impulsive reactions. |
| 6 | Living in the present moment: I can focus on the present without dwelling on the past or worrying about the future. | 4 | Determines the level of mindfulness and quality of experiences; reduces internal tension. |
| 7 | Deep goals and life meaning: My activities and goals provide a clear sense of purpose. | 4 | Creates internal direction and structure; supports a stable life foundation. |
| *External Harmony* | | | |
| 8 | Supportive environment: The people I interact with most often genuinely support and inspire my growth. | 9 | Creates a positive emotional background and sense of safety; relationship quality directly affects well-being. |
| 9 | Comfortable space: The place where I live and work is organised in a way that generates positive emotions. | 5 | Environmental impact on mental state; supports recovery and a sense of stability. |
| 10 | Nature as a resource: I have the opportunity to regularly restore my energy through contact with nature. | 5 | Provides natural stress reduction and replenishment of energy. |
| 11 | Sense of belonging: I feel part of a community and share its core values. | 5 | Strengthens social connection; provides a sense of significance and reduces the risk of isolation. |
| 12 | Use of societal resources: I actively use social and cultural benefits for my development. | 8 | Determines life opportunities; access to education, healthcare, and other resources expands potential. |

| | | | |
|---|---|---|---|
| 13 | Mutual support and contribution: I am able to show care and support for others. | 7 | Strengthens social bonds and self-worth; creates a healthy balance in interactions. |
| 14 | Personal boundaries and resilience: I can protect my personal space and remain stable under external pressure. | 7 | Maintains balance in relationships; protects against emotional exhaustion and overload. |

The HIA scores are calculated as the arithmetic mean of the relevant questionnaire items. The Internal Harmony score is calculated as the mean of items 1–7, while the External Harmony score is calculated as the mean of items 8–14. The Overall Happiness Index (HIA) is calculated as the mean of all 14 items.

**HIA score interpretation:**

- ***8.0–10.0:Harmonious –*** well-developed resources and stable subjective well-being.
- ***6.0–7.9:Maintained*** – overall well-being is preserved, with some areas showing reduced resources.
- ***<6.0:Imbalanced*** – indicates insufficient resources and a need for targeted restoration.

**Stage III: Analytical Interpretation**

At this stage, the three key indicators – Internal Harmony, External Harmony, and the Overall Happiness Index (HIA) – are interpreted to identify areas that may require attention.

- *Internal Harmony:*5.00 – Imbalanced: resources in this area are insufficient and require attention.
- *External Harmony:*6.57 – Maintained: overall well-being is preserved, although some areas may need improvement.
- *Overall Happiness Index* (HIA):5.79 – Imbalanced: overall resources are insufficient and require attention.

Following the assessment of subjective well-being and its two main components – **internal harmony**and **external harmony –** the next step is to identify the specific elements requiring the greatest attention.

To support effective use of limited resources – time, energy, and attention – the individual elements are classified into three priority zones:

- ***Development Zone*** **(High Priority), <6.0:** Areas requiring immediate attention. These are key leverage points with the greatest potential to improve well-being and support fundamental lifestyle changes.
- ***Support Zone*** **(Sustained Development), 6.0–7.9:** Areas requiring regular, gradual improvement to maintain positive long-term development.
- ***Resource Zone*** **(Foundation for Growth), 8.0–10.0:**Well-developed strengths that provide stability and serve as resources for further development. The focus is on maintaining and effectively using these resources.

The same scale used to assess internal and external harmony is also applied to divide the data into these zones.

This prioritisation converts diagnostic results into a practical action plan, directing attention towards areas with the greatest potential to improve the overall Happiness Index (HIA). Based on the results, a **priority map** is constructed (Tables 6 and 7).

Table 6. Priority Map — Internal Harmony with Illustrative Example on a Hypothetical Individual

| *Category* | *Element* | *Score* |
|---|---|---|
| Development Zone (High Priority) | Self-acceptance and development: I accept myself with all my strengths and weaknesses, without the need for constant external approval. | 4 |
| | Emotional regulation: I understand my emotions and can manage them effectively. | 4 |
| | Living in the present moment: I can focus on the present without dwelling on the past or worrying about the future. | 4 |
| | Deep goals and life meaning: My activities and goals provide a clear sense of purpose. | 4 |
| | Joy in everyday life: I easily notice reasons for joy in small things and can create them myself. | 5 |
| | Resources for a comfortable life: I feel that I have sufficient resources to achieve my plans. | 5 |
| Support Zone | | n/a |
| Resource Zone | Health care: My physical condition and energy level allow me to fully engage in each day. | 9 |

Table 7. Priority Map — External Harmony with Illustrative Example on a Hypothetical Individual

| *Category* | *Element* | *Score* |
|---|---|---|
| Development Zone (High Priority) | Comfortable space: The place where I live and work is organised in a way that generates positive emotions. | 5 |
| | Nature as a resource: I have the opportunity to regularly restore energy through contact with nature. | 5 |
| | Sense of belonging: I feel part of a community and share its core values. | 5 |
| Support Zone | Mutual support and contribution: I am able to show care and support to others. | 7 |
| | Personal boundaries and resilience: I can protect my personal space and remain stable under pressure. | 7 |
| Resource Zone | Use of societal resources: I actively use social and cultural resources for my development. | 8 |
| | Supportive environment: The people I interact with most often genuinely support and inspire my growth. | 9 |

Following the analytical interpretation, the next stage identifies specific actions to transform the current state.

**Stage IV. Design and Strategic Implementation**

The objective of this stage is to determine how the individual can transform elements within the ***Development Zone,*** gradually improve those within the ***Support Zone,*** and maintain the strengths identified in the ***Resource Zone.***

Within the HIA system, the transition from intention to actions that enhance subjective well-being is described through the concept of ***Value Flow*** – a mechanism that translates internal orientations into actions and value-based outcomes.

Before introducing the concept of Value Flow, it is important to distinguish between two types of outcomes:

- ***Functional outcome:*** the objectively achieved result of an action, indicating that a task has been completed or a goal has been formally achieved.
- ***Value-based outcome:*** a result that becomes integrated into the individual's personal value system and contributes to further development.

For example, obtaining an education constitutes a functional outcome. It becomes a **value-based outcome**when the acquired knowledge and competencies are integrated into the individual's broader professional and life strategy. Choosing a profession, pursuing further education, and applying acquired

knowledge can thereby support long-term professional and personal development, as well as financial stability.

Understanding the essence of a value-based outcome allows for a transition to the analysis of the mechanisms underlying the formation of the ***Value Flow***. The autobiographical case of Robyn Davidson, an Australian traveller, illustrates the formation of a Value Flow.

At the age of 27, she decided to undertake a solo crossing of the Australian desert with camels, motivated by an internal sense of dissatisfaction manifested in a lack of meaning in life and reduced self-confidence. This stage reflects a process of conscious ***self-assessment,*** involving reflection on her current state and existential re-evaluation.

The decision to undertake the crossing was followed by approximately two years of preparation, including learning how to care for camels, planning the route, and securing the necessary resources, including support from *National Geographic*. The journey, covering approximately 2,700 km, represented the pursuit of a defined ***goal***through concrete ***actions***under extreme environmental conditions and with significant physical and psychological demands.

During this process, adaptation occurred: environmental perception shifted, emotional resilience strengthened, and ***internal harmony*** increased. At the same time, ***external harmony*** developed through interaction with the surrounding environment, including engagement with local communities and immersion in a new natural setting, which gradually ceased to feel alien and instead became a source of support and integration.

Despite its autonomous nature, the project received significant public attention and recognition, largely due to collaboration with *National Geographic*.

The outcome of this process can be defined as a ***value-based outcome***, expressed in multidimensional personal transformation, including the formation of a stable identity and the development of personal autonomy. An additional manifestation of this outcome was the publication of the book *Tracks*, which gained international recognition and was subsequently adapted into a film, indicating a longer-term cultural and potentially economic impact.

Thus, this example clearly illustrates the full cycle of ***Value Flow***, from the initial stages of ***self-assessment*** and ***goal setting*** through the implementation of concrete ***actions*** to the achievement of a ***value-based outcome***. The resulting changes in ***internal and external harmony*** demonstrate how Value Flow can contribute to ***sustainable happiness***. The four elements of this process and their relationship to sustainable happiness are presented in Figure 4.

Having examined the distinction between functional and value-based outcomes and established the concept of the Value Flow, we now turn to a practical illustration of its application.

We consider a hypothetical individual who has completed the stages of self-assessment and identification of personal priorities. Based on the previously developed priority table, a model of the Value Flow is presented below. The table is illustrative and includes only a limited number of elements.

The model links personal priorities and intentions with concrete actions aimed at enhancing subjective well-being. All aspects of internal and external harmony are organised into three categories: the *Development Zone,* the *Support Zone,* and the *Resource Zone.*

For each zone, the individual, independently or with the support of a mentor (Table 8):

- formulates a specific goal;
- defines practical steps to achieve it; and
- identifies the expected value-based outcome.

Table 8. Value flow with an Illustrative Example on a Hypothetical Individual (as an example, three items from the “Internal Harmony” category were selected)

| *Category* | *Items of Internal Harmony* | *Components of Value Flow* | | | |
|---|---|---|---|---|---|
| | | *Self-assessment* | *Goal* | *Actions* | *Value-Based Outcome* |
| Development Zone (High Priority) | Self-acceptance and development | 4 | Reduce self-criticism and strengthen self-reliance | Schedule a consultation with a psychologist to conduct a comprehensive assessment of the current state and obtain expert recommendations aimed at fundamentally transforming existing behavioural patterns | Sustainable self-respect; reduced anxiety |
| | Deep goals and life meaning | 4 | Formation of life direction | Transition to the implementation of a personal business project: initiation of the preparatory phase and transformation from an employee role to that of an entrepreneur | Sense of meaning and inner fulfilment |
| Resource zone | Health care: physical condition and energy level. | 9 | Maintain the achieved level of health | Continue implementing the current measures to support and enhance physical and mental health | Sustainable physical and mental health |

Within this model, there are no universal templates for goal setting, action planning, or value-based outcomes. These elements are defined individually, based on the person's experience, values, knowledge, and, where appropriate, professional guidance.

It is also important to establish appropriate time horizons for defined goals, either by setting specific deadlines or by distributing actions consistently over a defined period. This supports a structured progression of change, transforming personal development and the pursuit of well-being into an ongoing and sustainable process – the core purpose of the HIA system.

Thus, the individual moves from contemplation to the active construction of personal well-being, making the pursuit of happiness a more manageable and systematic process.

This process may involve several psychological and behavioural challenges:

1. ***Confrontation with Development Zones.*** Self-assessment may reveal areas perceived as weaknesses, potentially causing anxiety. **Mitigation:** these areas can be reframed as opportunities

for development rather than personal inadequacies.

2. ***Internal Resistance and Procrastination.*** Motivation may naturally fluctuate during periods of change. **Mitigation:** use small, manageable steps, align actions with personal values, and monitor progress regularly.
3. ***Difficulties in Self-Analysis.*** Subjectivity may affect the accuracy of self-assessment. **Mitigation:** complement self-assessment with professional guidance where necessary.
4. ***Complexity of System Adoption.*** The framework may initially appear complex to users. **Mitigation:** provide clear and accessible guidance on its practical application.

It is also important to note that, despite comprising 14 criteria of internal and external harmony, the HIA system does not impose rigid templates of happiness. Instead, it allows these criteria to be interpreted and adapted according to an individual's values, circumstances, and life goals.

For example, an activity that contributes to subjective happiness, such as sport, need not constitute a separate component. It can be incorporated into blocks such as "Health," "Moments of Joy," or "Deep Goals," particularly when it is linked to long-term self-realisation, such as the aspiration to become a world champion.

Positive changes associated with the application of the HIA system can be assessed through three main indicators:

- ***Achievement of a Sense of Happiness:*** Internal and external harmony are no longer experienced primarily as areas of deficit, while available resources become a stable foundation for further development.
- ***Balance of Meaning and Joy:*** Well-being increases when a sense of life purpose is combined with the capacity to experience and appreciate everyday moments of joy.
- ***Personal Significance of Achievements:*** The individual increasingly pursues outcomes that are personally meaningful and aligned with internal values and life priorities.

Within the HIA model, the primary source of motivation is the individual's striving to achieve and maintain harmony. Motivation emerges in response to perceived internal or external disharmony and is directed toward restoring balance through self-realisation, personal growth, meaningful goals, and the creation of value for oneself and others. Rather than conceptualising motivation primarily as the pursuit of pleasure or avoidance of suffering, HIA emphasises the harmonisation of relationships with oneself, society, and the surrounding environment as a mechanism for sustainable well-being.

# 5. Conclusions

Thus, the Happiness in Action (HIA) model integrates Internal Harmony and External Harmony as key components of happiness within a unified conceptual framework.

Unlike predominantly descriptive approaches, HIA conceptualises subjective well-being as a dynamic process that is shaped and sustained through the interaction between individuals and their surrounding environments. The integration of Internal Harmony, External Harmony, and Value-based Outcomes through the Value Flow mechanism enables well-being to be understood as an interconnected system in which individual resources, external conditions, personal values, and purposeful activities are mutually related.

The practical significance of HIA lies in its potential to be used not only to describe current levels of well-being but also to identify imbalances across different areas of life and determine potential directions for further development. The model can also be applied to groups and broader social communities to examine collective well-being and the factors that contribute to its maintenance and development. This creates opportunities for further research into the applicability of HIA within social and public policy initiatives aimed at improving population well-being.

At the same time, the findings provide an initial empirical foundation and do not constitute definitive evidence of the model's validity or practical effectiveness. Promising directions for future research include examining the applicability of the model across different cultural and social contexts, testing it using larger and more heterogeneous samples, and assessing the stability of the identified structure across different populations and settings.

Overall, HIA represents a scientifically grounded and practice-oriented model that brings together individual resources, external conditions, personal values, purposeful actions, and meaningful life outcomes within an integrated system. The model provides a foundation for further investigation not only into what constitutes subjective well-being but also into how it is formed, sustained, and developed at the individual, organisational, and broader societal levels.

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# Figures

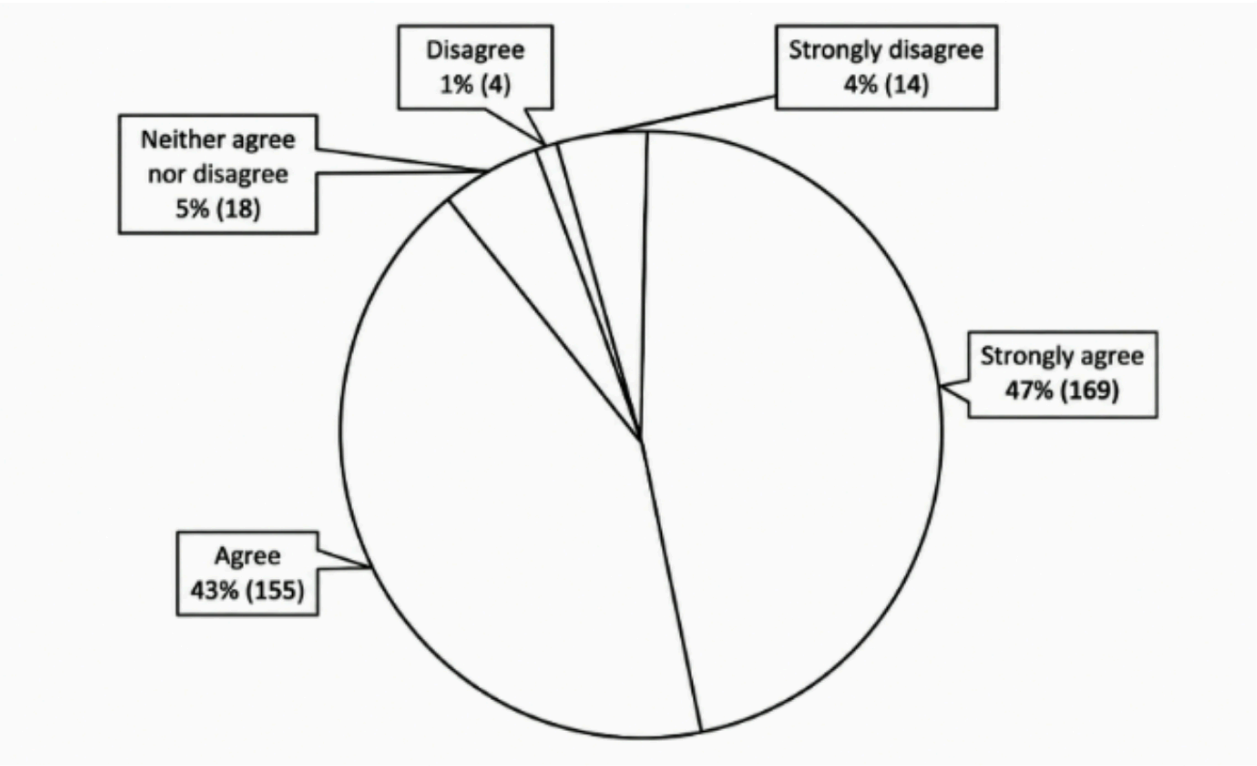



**Figure 1**

Distribution of respondents' agreement with the statement on internal and external harmony as components of happiness

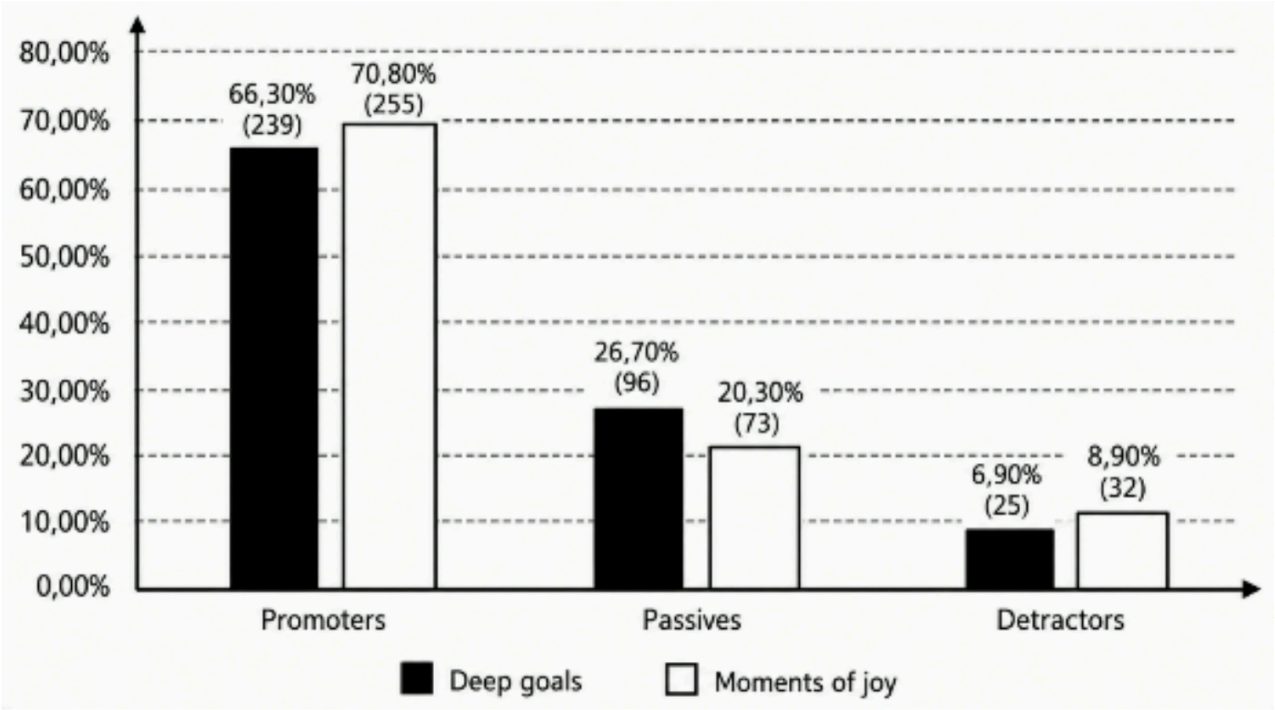



**Figure 2**

Distribution of respondents' evaluation of deep goals and moments of joy

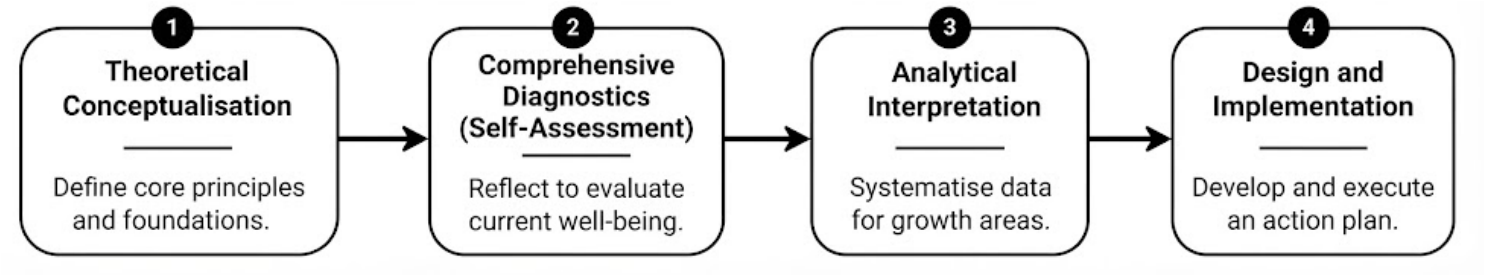



**Figure 3**

Development of the HIA Sustainable Happiness System

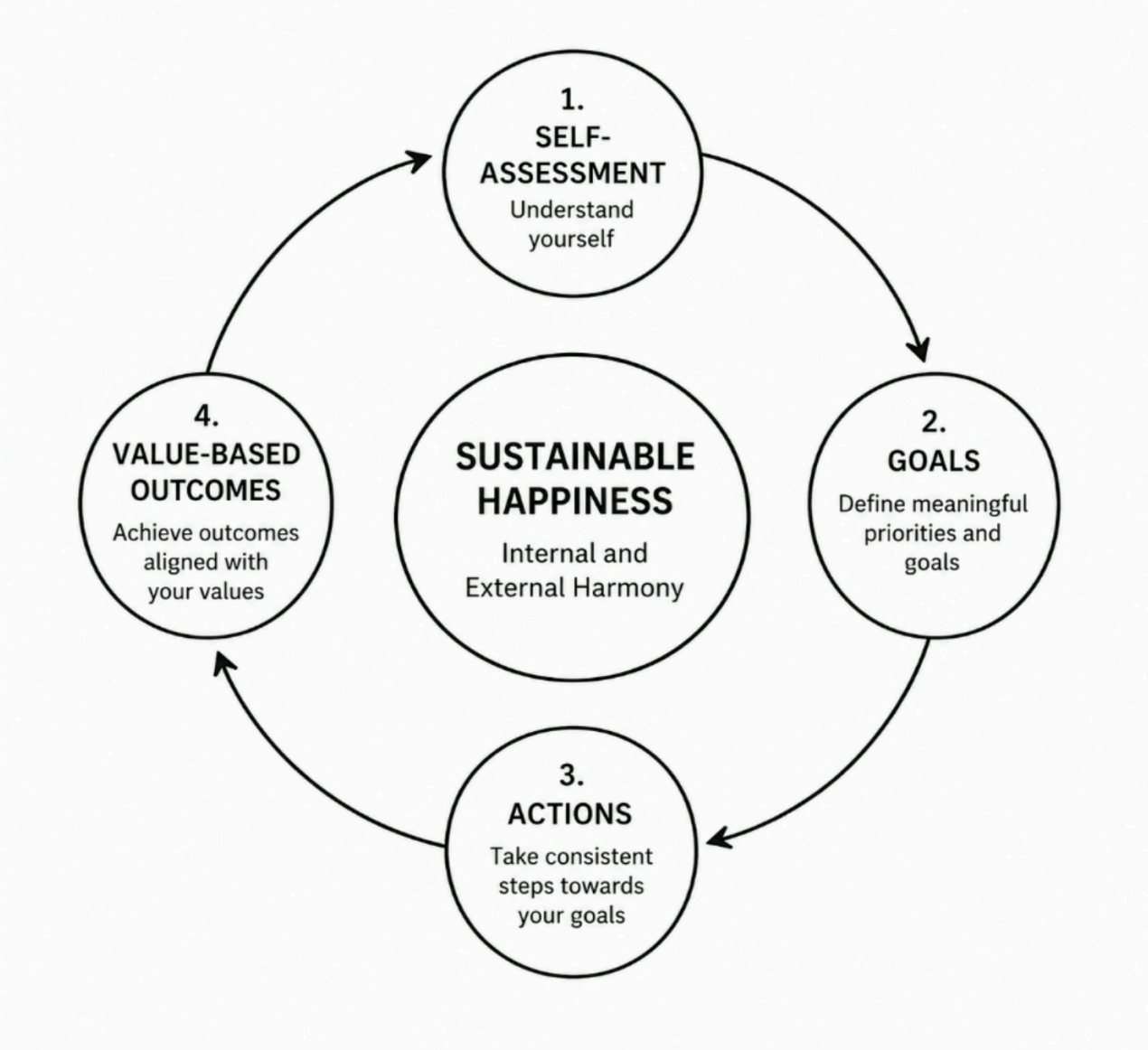



**Figure 4**

Value Flow and its contribution to Sustainable Happiness