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**The Role of Subjective well-being in Stress Development of Arctic Children**

**Background.** Indigenous Arctic ethnic groups live in special climate and geographical conditions, and their organisms have lifelong mechanisms of physiological response to natural extreme factors. But 80 years ago, due to open access to school education, most of children started to leave their native settlement for boarding schools in towns. Confrontation with a new cultural context became a physiological, eco-social, psycho-social, and personality-existential challenge for many kids, causing suicides, alcohol abuse, and deviant behavior. Stress can be concentrated on any of self-regulation levels (*physiological* (*immune)*, *psychophysiological,* and *personality* ones) or manifest on different levels simultaneously.

**Aim.** We aimed ***to observe a role of personality in processes of stress development***, following a cultural-historical approach to personality development (Leontiev, Lebedeva, Kostenko, 2017). According to the previous studies, the quality of self-regulation impacts on psychological health of a person. Subjective well-being (SWB) is one of undoubted criteria of mental health (Jahoda, 1958; Ryff, 1984; Diener 1994). *Satisfaction with life* (SWL) as a *cognitive* aspect of SWB is a deliberate, conscious mechanism of feedback, “working” on personality invariance (Lebedeva, 2012). At the same time, unsatisfaction with life acts as a signal that something has to be changed. So, we chose ***an evaluation of SWL as a reference point which reflects the quality of self-regulation***.

**Method.** We undertook a study of emotional condition and SWB of forest Nentsy children, studying in Kharampur. Initially, we intended to study ***stress, associated with a boarding school,*** and ***analyze a role of life conditions in stress development,*** focusing on children (1) *separated* from their parents and living in a school (N=22, age M=12 years), and (2) studying in the same school but living with their parents in a *village* (N=25, age M=9,5 years).

To measure stress development, we used Vegetation index test Kerdo (*vegetation* level), cortizone, serotonin, neuropeptide, Interferon gamma and Interleukin 4 (*physiological* level), the Lüscher color test (LCT) which was used in the beginning and in the end of survey to control possible impact of the test situation to psycho-emotional condition of respondents (*psychophysiological* level), and Diener’s Satisfaction With Life Scale (*personality* level).

**Results.** According to the LCT, our study was experimental *ex post*. Being absolutely new and unusual for the children, an experimental situation caused *moderate* stress (possibly, even positive one). The impact to kids’ inner world itself acted as an independent variable; stress parameters became dependent ones.

The general level of stress increased in both groups (by almost 2 sigmas). Besides, personality instability and mobilization of stress significantly increased in village children. Due to Mann–Whitney U test, village children have significantly higher level of vegetative mobilization in the beginning of the survey. School children showed higher level of concentricity in the end. In other words, school children were more focused on their problems and were less agitated in the situation of survey, which can be explained by their life conditions. Studying ***the role of SWL in stress development***, we found out that intensity of vegetative stress reactions is associated with low SWL *only* in the group with low SWB. So, in this group vegetative stress depends on serotonin (which is a hormone of emotionality) and life unsatisfaction in a greater degree than in the group with high SWB. Due to regression analysis, SWL may make a contribution to contextual stress development of children.

**Conclusion.** Unsatisfaction with life contributes to stress development exactly during the stress impact. Children with low SWB are more open to contextual stress development than those with high SWB. Presumably high SWL suppresses contextual stress development: SWL is usually considered as a *result* variable; however, current experimental conditions helped us to see ***SWL as a personality resource which acts as protection from outer stress-inducing impacts***. It gives us a chance to predict high-risk groups of children, detecting their sensibility to stress impacts by their level of SWB.