

## **ABSTRACT**

This thesis focuses on the well-being of university students at the Faculty of Education, Charles University, with a particular emphasis on environmental determinants. The study examines third-year bachelor's degree students from all fields of study, exclusively in full-time programs.

The thesis is divided into a theoretical and a practical part. The theoretical section provides an overview of topics related to health, well-being (with a particular focus on the PERMA model), positive psychology, and student well-being.

The practical part is based on data collected through a questionnaire survey. It delves deeper into the comparison of the impact of environmental determinants on students' overall well-being. Additionally, it explores the relationship between family environment and academic success. Furthermore, the study examines students' perceptions of their academic environment, the time they spend online, and the time they spend outdoors.

The analysis of the survey responses indicates that the students generally evaluate environmental determinants positively, with an average score of 6.49, representing an above-average result. The family environment was rated as the most positive determinant, whereas time spent outdoors received the lowest average score. The research also confirmed that the family environment has a significant positive influence on students' academic success.

## **KEYWORDS**

environment, student, well-being, health

