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ЛИЧНОСТНЫЕ РЕСУРСЫ ОБЕСПЕЧЕНИЯ САМОЭФФЕКТИВНОСТИ УКРАИНСКИХ СТУДЕНТОВ

Ю. В. Пелех, Н. В. Оксентюк (Ровно, Украина)

Исследование посвящено изучению положительных черт личности как ресурсов личности украинской молодежи, обеспечивающих ее самоэффективность. Теоретико-методологической базой работы являются принципы позитивной психологии (R. Baer, M. Seligman, C. Peterson, C. Ryff, Э. Л. Носенко) и теория самоэффективности (А. Бандура). Исследование реализовано на выборке студенческой молодежи в возрасте 17–19 лет, которые являются студентами первого курса. Были проанализированы два аспекта самоэффективности: личностный и межличностный (психологическое благополучие) и социально-профессиональный (академическая успеваемость). В показателях самоэффективности украинской молодежи выявлена дефицитарность как в сфере психологического благополучия, так и в сфере социально-профессиональной реализации. Установлено, что психологическое благополучие и академическая успеваемость опираются на различные личностные ресурсы, обеспечивающие их функционирование. Личностными ресурсами обеспечения самоэффективности в сфере субъективного (психологического) благополучия является высокий уровень развития качеств и черт личности, которые выходят за пределы эгоистических интересов и содержат баланс между ценностью собственной личности, способности быть собой (смелость) и ценностью партнерства (гуманность) и мира в целом (трансцендентность). Личностными ресурсами обеспечения самоэффективности в социально-профессиональной реализации является интернальность локуса субъективного контроля и развитость сферы межличностной саморегуляции. Выявлена структура самоэффективности украинской молодежи, которая включает три компонента: «Личностный рост», объединяющий черты зрелой личности, составляющие базис для достижения состояния целостности и осмысленности жизни, т. е. психологического благополучия; «Межличностная саморегуляция», которая объединяет направленность на межличностное взаимодействие и способность к саморегуляции; «Личностная ответственность», которая указывает, что эффективность функционирования личности в социально-профессиональной сфере реализации возможна при условии развитости интернального локуса контроля и сферы саморегуляции.

Ключевые слова: самоэффективность, положительные черты личности, психологическое благополучие, успешность обучения, студенчество.

Пелех Юрий Владимирович – доктор педагогических наук, проректор, профессор кафедры общей и социальной педагогики и управления образованием, Ровенский государственный гуманитарный университет.
E-mail: pelekhyurii@ukr.net

Оксентюк Наталья Владимировна – кандидат психологических наук, старший преподаватель кафедры общественных дисциплин, Национальный университет водного хозяйства и природопользования.
E-mail: oksenat@mail.ru

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Yurii Vladimirovich Pelekh, Doctor of Pedagogical Sciences, Prorector, Professor of the Department of General and Social Pedagogy and Education Management, Rivne State Humanitarian University, Rivne, Ukraine.
ORCID ID: http:/orcid.org/0000-0002-1737-4557
E-mail: pelekhyurii@ukr.net

Nataliia Vladimirovna Oksentiuk, Candidate of Psychological Sciences, Senior lecturer of the Department of Social Sciences, National University of Water Management and Natural Resources, Rivne, Ukraine.
ORCID ID: http://orcid.org/0000-0003-3039-4402
E-mail: oksenat@mail.ru

THE ROLE OF PERSONALITY RESOURCES IN CULTIVATING SELF-EFFICACY IN UKRAINIAN STUDENTS

Abstract

The present article studies personality positive traits which are considered as Ukrainian youth's personality resources that provide their self-efficacy. The theoretical and methodological basis of the research is the principles of positive psychology (R. Baer, M. Seligman, C. Peterson, C. Ryff, E. L. Nosenko) and the theory of self-efficacy (A. Bandura). The research was realized on the selection of the first year students aged 17-19. Two aspects of self-efficacy were analyzed: personal and interpersonal (psychological well-being) and social and professional (academic performance). The indices of Ukrainian youth's self-efficacy demonstrate certain deficiency in both the sphere of psychological well-being and the sphere of social and professional realization. The research clarifies that psychological well-being and academic performance rely on different personal resources which provide their functioning. Personal resources to ensure self-efficacy in the subjective (mental) well-being of a high level of skills and personality traits that go beyond self-interest and contain a balance between self-worth, the ability to be themselves (courage) and the value of the partnership (humanity) and the world at large (transcendence). Personal resources to ensure self-efficacy in social and professional development is a subjective internal locus of control and development of the sphere of interpersonal self-regulation. The authors define the structure of Ukrainian youth's self-efficacy which includes three components: "Personal growth", that combines features of mature personality which are the basis for the attainment of integrity and meaningfulness of life, that is psychological well-being; "Interpersonal self-regulation", which brings together focus on interpersonal interaction and the ability to self-regulation; "Personal responsibility", which indicates that the efficiency of the individual in the social and professional field implementation is possible under the condition of development of internal locus of control and self-regulation areas.

Keywords

Self-efficacy, personality positive traits, psychological well-being, academic performance, students.

Introduction

Modern Ukrainian society demonstrates the implementation of the principles of culture democratization and those of personal freedom. The search for personal meaning in social space leads to the enrichment and diversification of manifestations of personality, including, in particular, alternative forms of gender identity, neo-sexual practices, radical calls for liberation etc. In fact, a Ukrainian young person today is an immature person who has received freedom but does not have any clear guidance towards building his/her life journey.

The scientific answer to new challenges is the growth of scientific knowledge concerning such personal qualities as love of learning, self-adaptation, the development of constructive life skills as well as ways of personal fulfilment. The psychological traditions to study the phenomena that may serve as explanatory mechanisms of these social changes are developed within positive psychology area, particularly, in researches devoted to the study of psychological health and well-being, as well as personality self-efficacy.

Positive psychology is a rapidly expanding area of study that is of great interest to students at the graduate, undergraduate, and high school levels (Froh, 2013) [26]. Positive psychology can improve students' living and learning conditions and their learning space due to unlocking the potential of positive personality resources (Lopez et al., 2014) [36], which explains why this approach contains heuristic potential for understanding how to enhance the efficacy of personality's functioning in complicated living conditions and how to find the resources for positive changes (Lopez et al., 2014) [36].

Research problems

Recent years' research works have proved the necessity of applying positive psychology principles to improve psychological health and well-being in learning and educational activity (Seligman, Peterson, Dweck, Fredrickson, Bowling et al.)

Dr. Seligman and Dr. Csikszentmihalyi (2000) [50] argue that the main goal of positive psychology is to formulate a vision of a good life which should be understandable and compelling. The original view of the researchers was based on three pillars: positive experience, positive attributes and positive institutions. Positive experience consisted of positive emotions and subjective well-being. Positive attributes contained the strengths and virtues of character. Positive institutions were considered as "civic virtues and institutions that drive people towards better citizenship". Seligman also described a well-lived life as a combination of three lives – experiencing positive emotions regularly along with skills of amplifying those emotions (the pleasant life), experiencing a high level of engagement in satisfying activities (the engaged life), and using one's strengths in service of a greater whole (the meaningful life) (M. Seligman and M. Csikszentmihalyi, 2000) [50]. Nevertheless, at the Forum of Global Welfare in 2007, Seligman declared that the abovementioned framework is too narrow to cover all the elements of a well-lived life. He added positive relationships and positive achievements as the elements pursued even by those people who do not consider other elements. For example, he stated that people pursue achievements even in the absence of pleasure, engagement or meaning.

Csikszentmihalyi and Seligman claim that science advances by constantly updating models, and that positive psychology has to pay more attention to the expression of one's best self through an action (M. Seligman and M. Csikszentmihalyi, 2000) [50].

The study of strengths and virtues is in the center of attention of positive psychology, because, as practice proves, the strengths may help people to cope with their problems. This direction

characterizes an alternative approach to the traditional psychological research orientation on psychopathologies and maladaptive processes. The development of healthy and adaptive traits and processes may produce more efficient interventions and contribute to people evolving towards their highest potential (Peterson & Seligman, 2004) [40].

Another pioneer in research on happiness, and, particularly, on "subjective well-being", is Diener (2000) [19] who conducted a number of national and international studies of a thousand of subjects, studied national norms, compared different countries and different professions in order to fully investigate what makes people happy (Stober & Grant, 2006) [55]. Happiness to a great extend depends on an individual's voluntary control as a state that needs cultivation (Csikszentmihalyi, 1990) [16]. A person may have a good life as a result of good luck or support of other people. But if we come to happiness by ourselves, strive for it, control it through realization of our strengths and virtues, then happiness becomes authentic, i.e. not accidental (Seligman, 2002) [51].

Basic virtues can be cultivated through an effort and performance; a person can grow while using them (Dweck, 2007) [21]. Controlling the circumstances, believing in one's own abilities, cultivating resolution, achieving the goals, and improving personal and professional relations with others is the way to reach life and career goals. Positive thinking creates positive life (Peale, 2003) [39]. Jonny Bell confirms that detecting one's personal virtues contributes to solving personal problems and achieving self-realization; optimism and hope then stand against helplessness, endurance and firmness, help to move on (Bell J., 2014) [11].

A separate analysis should be carried out for the problem of functioning of youth and students within a modern society, because this cohort is the potential of any country's development. Findings

of different scientists demonstrate deterioration in quality of life in youth which is manifested in indices of psychological health, subjective well-being etc. Nowadays there is an alarming trend demonstrating that mental health has become a critical issue on college campuses (Kadison & DiGeronimo, 2004) (Barnes, 2014) [28; 9] and that the students suffer from depression on certain moments of their college careers (for example, in Harvard (One Day University, 2010) [38]). The verified outcome of positive psychology interventions is the fact that the level of optimism and resilience grows and the probability of depression, in its turn, decreases (Seligman et al. 2005 [49]; Proyer et al. 2014). The research (Seligman, 2009 Philadelphia [48]) also demonstrates that not only the level of depression can be reduced, but at the same time the levels of creativity, academic success, and interaction with the family and society may be enhanced.

Thus, to enhance self-efficacy of young people and the dimensions of their well-being, it is very important to apply principles of positive psychology, namely, the detection and development of their own strengths and virtues.

Fredrickson's studies demonstrated that even a small portion of positive experience a day creates balance in students and can lead to a different life quality (Fredrickson and Losada, 2005) [24]. The principles of positive psychology are also used by Aren Cohen (Cohen Aren, 2009) [14] in her work concerning academic motivational and emotional abilities of students of New York leading private schools. She teaches her students to use their own strengths in order to turn educational problems into educational triumphs. In Australia positive education is being introduced in secondary schools. Therese Joyce is working on this issue, at the same time conducting interactive seminars and presentations in more than 15 countries of Asia, Europe, and America.

These studies are realized in the so-called "positive education" sphere where positive

psycology is applied in learning environment. The study (Baer, 2015) [8] outlines that the educational programs based on certain positive qualities are more effective, for instance, practicing and enhancing the trait **gratitude** enhances psychological well-being and can promote prosocial behavior (Emmons and Mishra, 2011) [22]; practicing and enhancing **forgiveness** leads to enhancing forgiveness and hope and decreasing depression and anxiety (Wade et al., 2014) [56]; daily exercise on **self-control** enhances general strength of self-regulation (Baumeister et al., 2006) [10]; teaching **creativity** contributes to substantial decrease in divergent thinking and solving problem ability (Scott et al., 2004) [46]; practicing **kindness** and **sympathy** enhances positive emotions and feelings of relations with others as well as decreases negative emotions and stress (Hoffman et al., 2011) [27].

Synergy between learning and positive emotions proves that well-being must be learnt as early as at school age. There are substantial research findings that the skills enhancing resilience, positive emotions, engagement, and meaning may be taught to school children (Selligman, 2009. Philadelphia) [48].

Ukrainian researchers' findings demonstrate that optimal functioning of the personality of a student as a subject of learning and cognitive activity also depends on positive values and strengths, which results in positive emotional states during classes, optimal positive self-evaluation, developed learning motivation (Nosenko, Truliaev, 2014) [6]. Educational achievements also depend on the ability of the student to cope with stress. It is supported by the data showing how positive emotions "broaden people's momentary thought-action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources"

(Fredrickson, 2001) [25, p. 218]. Positive emotions have a great influence on the enhancement of intuition, attention, and creativity; they are a core of psychological development and well-being. They increase our ability to use multiple social, cognitive and affective resources, as well as contribute to the development of leadership abilities (Kauffman, 2006) [29].

Unfavorable tendencies in psychological well-being of the personalities of students actualize the issue of improvement of psychological and pedagogical supervision of higher school learning process, as well as the question of finding the ways and methods to overcome the detected hardships (Idobaeva, 2011) [2]. As researchers demonstrate, the earlier the directed personal and professional development starts, the more probable is psychological well-being, life satisfaction, and personality growth of each individual in the modern dynamic world (Idobaeva, 2011) [2].

New field of positive psychology focuses on positive emotion and making people's lives rewarding, to improve the self-efficacy, by creating positive learning environments and focusing on students' strengths.

In fact, in this context we come across not only the issue of psychological well-being, but a broader notion of **self-efficacy** (A. Bandura, cit. ex Myers D., 2011) [4]. This psychological phenomenon integrates one's own conception of one's existing personal potential, subjective satisfaction of one's own self (belief in self) and behavior which is aimed at success. Thus, the concept embodies cognitive, interpersonal and behavioral aspects, which goes along with the original concept of Csikszentmihaly and Seligman (Seligman, Csikszentmihalyi, 2000) [50] concerning the implementation of positive potential through action. The similar views can be traced out in other academic traditions, when scientists argue that happiness cannot be achieved immediately, but it arises as a by-product of achieving

goals and cultivating activities which people consider important and meaningful (DelleFave, 2009) [18].

As literature review testifies (D. Myers, 2011), self-efficacy is a complex phenomenon, which is considered through the analysis of its separate areas or types. The main types are: self-efficacy in communication and in performance; personal, interpersonal and academic self-efficacy. Assuming that a personality has different mechanisms contributing to these kinds of self-efficacy, we therefore will focus on the disclosure of personality resources, applying the principles of positive psychology.

The objective and research methodology

The aim of this study is to determine personality resources that contribute to personality functioning of modern Ukrainian youth. As the literature review has revealed at least two aspects of self-efficacy – internal (satisfaction with own personality and interpersonal relations) and external (success in social and professional spheres), – our research will be aimed at the study of these two sides of self-efficacy as certain aspects of personality individual experience which have their own personal resources.

The object of the research is personality's self-efficacy. **The subject of the research is** personality's positive traits (strengths, virtues, locus of control) as resources that provide psychological well-being and social efficacy of Ukrainian youth. So our research hypothesis is that positive personality traits (values, virtues, strength, locus of control) as resources that provide psychological and social well-being of the effectiveness of Ukrainian youth.

Theoretical and methodological basis of the study is the model of positive functioning of a personality by Ed Diener, Chris Peterson & Marin Seligman. Their approach was used in assessment tools and research methods of human's strengths and virtues. The first attempts in this area belong to Lopez and Snyder (Lopez and Snyder, 2014) [36], who compiled a handbook of psychometrically robust assessments of such "soft" phenomena as hope, optimism, and spirituality (Kauffman, 2006) [29]. But the most popular among the researches is Value in Action scale which was approbated and verified to determine the interrelation of virtues and positive mental health as well as subjective well-being in the study based on the data of 876 students of the universities of Seoul (Y-Jin Lim, 2015) [35], 426 students from Brasil (Dellazzanna-Zanon, 2015) [17], 256 students from Africa (Khumalo, 2008) [33], 285 students from China (Ho, 2015) [20], 123 technical students from India (Singh, K., & Choubisa, 2014) [53], 1 063 921 grown-ups from 75 countries who completed Values in Action Inventory of Strengths online between 2002 and 2012 (McGrath, 2014) [37], and in many others psychological and pedagogical studies.

The several different approaches were used by researches to study virtues (Krueger, Hicks & McGue, 2001; Rich, 2003; Narvaez & Lapsley, 2005; Walker & Pitts, 1998), and one of the most systematic models of virtues was worked out by Peterson and Seligman (2004) [40]. The authors of the approach single out two different-level units of the analysis – virtues and strengths. Virtues are determined as morally good and positive traits or qualities which are valued in various cultures.

According to the model, virtues are universal and cross-cultural and comprise **wisdom**, **courage**, **humanity**, **justice**, **temperance**, and **transcendence**. The virtues were delimited as *universal human values* an optimally functioning personality is guided by and were identified due to a large-scale analysis of basic philosophical traditions of determining values in various cultures, philosophies, and religions of the world.

The six virtues comprise 24 strengths (Characters Strengths Scale, or CSS) which can

be observed via thoughts, feelings, and behavior (Peterson & Seligman, 2004 [40]; Shryack, Steger, Krueger, Kallie, 2010 [52]).

Peterson and Seligman introduced the criteria with which every personal trait, that have the status of strength, should comply. Such a trait should fall under the general definition of personal traits, that is, it must be stable in time and various situations, which makes it possible to diagnose it. It must be positive and should contribute to the creative self-realization of a personality and his/her personal potential realization, which, in the first place, means moving to a positive, happy, dignified life, and only in the second place – getting off the problems and disorders, or rather taking preventive steps.

The term "positive resource" and synonymic terms "personality virtue", "valuable personality trait", and "personal trait" denote in this context those traits of personality that help an individual to successfully adapt to the world.

Positive resources may be developed by every individual, and demonstration of a valuable personality trait by one person does not excite envy in others. On the contrary, demonstration of strengths, as a rule, inspires, impresses, and stimulates others in a positive way.

When completing a VIA-IS test (Peterson, Seligman, 2004) [40], a person analyses each of the suggested descriptions of virtues and strengths separately, determining to what degree it coincides with characteristic traits of her/his virtues and strengths as a subject of life activity in a particular situation. With the help of VIA-IS, five strengths are determined for each participant; they form the summit of individual values hierarchy and reflect the so-called signature character strengths – a kind of personality's visit card. The VIA-IS is composed of 240 mini-situations (statements) to be analyzed by a participant in terms of whether the statement describes the positive values s/he adheres to. The authors of the inventory

argue that observing the values described in it makes an individual feel satisfied with her/his life, adds to psychological and social well-being. With the help of the inventory it is possible to solve various important research and practical tasks of psychological science. There exist an interrelation between virtues and strengths that are formed due to conscious observing the virtues.

It can be clearly seen that the inventory characteristics chosen by the authors describe all major traits of the personality as a subject of life activity, namely: they reflect functioning of the personality as a subject of *cognition* (the strengths gathered around the virtue wisdom); as a subject of *acting* (the strengths describing courage that characterize such individual traits as perseverance and ability to cope with hardships and challenges in life); as a subject of *communication and interaction* (the strengths united by humanity and temperance: love, kindness, social intelligence, forgiveness, etc.).

This classification reflects, to our mind, the important features of multilevel hierarchical structure of human *activity*. An individual is characterized as a subject of activity on *psychological* level (by such traits as resilience and vitality); on *social and psychological* level (by such traits as humanity, honesty, and being responsible to society); on *transcendent* level (by being able to manifest spirituality and go beyond adaptive activity). Factually, the above classification reflects all the traits that comprise the new six-dimensional model of human personality (Ashton and Lee, 2005) [34], the psychological reality of which is tested on representatives of different world cultures by the trait that characterizes social responsibility of a person (honesty-humility).

Thus, the resources of self-control are **fairness, authenticity, modesty, self-regulation, perseverance, prudence**.

The resources of courage and open-mindedness are: **kindness, authenticity, bravery.**

The resources of self-transcendence are: **gratitude, hope, zest, humor, love.**

The resources of cognition are: **love of learning, creativity, curiosity, perseverance, judgement, beauty.**

The resources of social interaction are: **social intelligence, leadership, wisdom.**

The resources of morality: **forgiveness, kindness, religiousness** (Burovikhina, Leontiev, and Osin, 2007) [1].

On the basis of the above classification of the personality's positive attributes, the following models of health description have been developed in modern psychology. Researchers have created the three most *widespread models*, with the help of which it is possible to estimate an individual's mental health (Keyes, 2005) [31]: the *model of subjective well-being* (Keyes, Shmotkin, & Ryff, 2002) [32], the *model of social well-being* (Keyes, 1998) [30], the *model of psychological well-being* (Ryff, 1989) [44].

McCrae and Costa (1991) [15] proved that the factor of agreeableness leads to positive functioning in contexts of social cooperation, and the factor of conscientiousness enhances the probability of individual achievements.

Particular studies (Csikszentmihalyi, 1990) [16] demonstrate that he scales of the inventory, independently one from the other, correlate with the indices of subjective well-being. Positive emotions are experiencing of one's own successful activity, which contributes to the formation of a responsible personality. On the basis of the strengths a person has it is possible to predict the person's activity. Positive emotions decrease the possibilities to positively cope with the situation. Control of consciousness determines the quality of life. The people who learn to control their experience will be able to determine the quality of their lives, which makes them happy (Csikszentmihalyi, 1990) [16].

Another theoretical and methodological tradition forming the foundations of our research is Julian Rotter's idea of locus of control. This notion describes personality's basic trait which is a prerequisite of achieving success. J. Rotter proposed to differentiate people according to where they localize control over the events of relevance. Two polar types of locus of control are possible: internal and external. In the first case, an individual thinks that the events happening to her/him, first of all, depend on his/her personal qualities, such as abilities, perseverance, purposefulness, responsibility. In the second case, a person believes that her/his success or failure are the consequence of external factors, such as luck, ill luck, other people's help, fortuitous combination of circumstances. According to Rotter, any person takes the position somewhere between these two extremes.

The measurement of this trait is operationalized in "Locus of Control Scale". In the research we used a version of the methodology published by Yelena Ksenofontova under the title "Locus of Control" (approbated on 1 610 participants). She described the reasons of modification and basic changes of the inventory, analyzed its psychometric characteristics (Ksenofontova, 1999) [3]. The established internal locus points at self-regulation, independence in taking decisions, ability to inner regulation of one's behavior, self-motivation, self-activation for autonomous activity, trust in one's own abilities and effort. A person capable to manage his/her own behavior can generate new knowledge and is able to solve problems in various ways irrespective of possible difficulties. The stronger is the internal locus of control of a person, the more likely it is that s/he will consider him/herself a master of his/her fate, differ from others by self-confidence and have a higher level of self-regulation development.

So, we have considered these two spheres – strengths and virtues and locus of control – as personal resources contributing to self-efficacy of personality functioning in various spheres of life.

Participant characteristics and sampling procedures

The empirical study was conducted on the grounds of a technical university (The National University of Water Management and Nature Resources Use, Rivne City, Ukraine); the sample group consisted of Ukrainian students at the end of their first year of studies; 79 students of both genders aged 17–19 took part in the study.

Methods. We used the following methods in our work:

– in order to diagnose positive virtues and strengths we used the Values in Action Inventory of Strengths (VIA-IS; Peterson et al., 2005a [40–42]), that consists of 240 items for the self-assessment of the 24 character strengths (10 items per strength) included in the classification of Peterson and Seligman (2004). Besides personality strengths, it is also possible to diagnose the virtues – summarized indices that integrate primary traits. The structure of the Inventory contains six basic virtues: **wisdom, courage, humanity, justice, temperance, transcendence**. The questionnaire uses a 5-point Likert-scale (*very much like me* to *very much unlike me*). Example items are *"I believe in a universal power, a God"* (*religiousness*), *"I have voluntarily helped a neighbor in the last month" (kindness), "I never miss group meetings or team practices" (teamwork), "I try to respond with understanding when someone treats me badly" (forgiveness).* We used the Ukrainian translation (Nosenko, 2010) [5] of the VIA-IS. It has been used in numerous studies (e.g., Müller and Ruch, 2011; Proyer et al., 2014; Güsewell and Ruch, 2012) [43];

– in order to determine locus of control we used the questionnaire "Locus of Control Scale" by E. Ksenofontova (1999) [3] (40 questions, 1 point each for the right answer) that contains statements about life, with which a person agrees or does not;

– in order to determine the level of psychological well-being, the C. Ryff Scales of Psychological Well-Being was applied (in the adaptation of T. D. Shevelenkova and P. P. Fesenko) [7]. The Scales are directed at measuring the level of actual psychological well-being at a definite stage of a person's life, as well as the degree of manifestation of its fundamental components. The Ryff inventory consists of 84 statements. Respondents should express the degree of their agreement or disagreement with the statements rating them on a scale of 1 ("strong disagreement") to 6 ("strong agreement"). The processing of the data resolves itself to totaling points for each scale and determining the index of integral psychological well-being. We used only integral index in our research;

– in order to determine social and professional performance, we considered average success rate for one academic year (based on the results of two examination sessions: winter and summer).

Statistical methods. We used the following methods for mathematical treatment: to determine τ-power – the Kendall rank correlation coefficient was applied; to identify latent variables and the generalized structure of variables, which form a space of personality self-efficacy we used directional correlation relationships between variables and factor analysis (Varimax rotation), and Student's t-test was applied to identify differences in the factor structure. SPSS software package was used to calculate these methods.

Results and discussion

The first step in the study was the analysis of level indices of students' self-efficacy in two areas: psychological well-being and success in social and professional field (study). We counted the number of students with different levels of severity of integral psychological well-being index (the

standards listed in the questionnaire) and academic performance level (GPA within 3–3,5 was considered as low, 3,6–4,4 – medium , 4.5–5.0 – high). The results are shown in Table 1.

Table 1

The levels of students' self-efficacy in various areas

Indices	Low level	Medium level	High level
Integral psychological well-being index	16 persons / 20,25 %	61 persons / 77,22 %	2 persons / 2,53 %
Academic performance level	22 persons / 27,85 %	50 persons / 63,29 %	7 persons / 8,86 %

Based on these results, one can confirm that, the integrated level of psychological well-being is medium and low, there is almost no high level. It indicates that the most of the respondents are not satisfied with their lives, they feel some deficiency in close relationships establishing, in warmth, openness and concern for others manifestation. They may experience isolation and frustration in the relationships. They can also experience problems with having life goals and general life direction. The decline in psychological well-being may indicate problems with their lives management, today young people feel an inability to change or improve the living conditions that would provide their needs satisfaction. Besides, these indices may mean a reduced ability of positive self-perception. Thus, self-efficacy aspects, which reflect the subjective satisfaction with own personality and the level of personality existence in interpersonal and social relations, are those that have growth potential or require correction.

The analysis of self-efficacy in social and professional sphere reveals the same trend: the overwhelming number of the respondents has medium and low levels, a small number – high. It means that this area of personality realization is also unsatisfied, and does not contain a resource for self-esteem improving (does not provide op-

portunities for pride or self-affirmation). Therefore, these results support a search of those personality features that would provide the foundation for building a positive personal growth and achieving a higher level of self-efficacy. From our point of view this way can be discovered through the analysis of functional relationships of self-efficiency parameters (psychological well-being and successful training) with personality's strong traits and virtues that are the epitome of positive resources and personality's maturity, but also with the level of subjective control which indicates the preferred way of behavior regulating and a personality in general.

Statistics and data analysis

At this stage of the research we conducted a correlation analysis of variables according to the methods "The Values in Action Inventory of Strengths" (was taken to analyze the figures for the main scales: Wisdom, Courage, Humanity, Justice, Temperance, Transcendence which reflect the personality's virtues) and "Locus of Control Scale" (was taken to analyze the overall rate of subjective control) with an index of integral psychological well-being and average mark of success in learning. The method of τ-Kendall pairwise correlation was used as a mathematical method. The results for illustrative purposes are shown in Figures 1 and 2 as correlation Pleiades separately for two areas of personality self-efficiency.
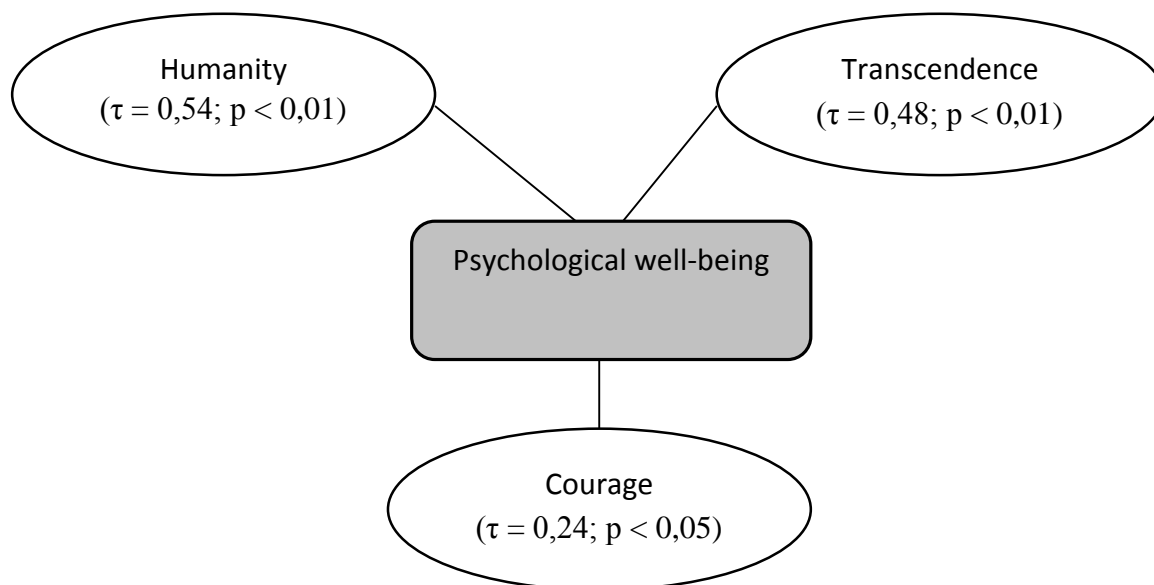
Fig. 1. Psychological well-being with personality's strong traits and the level of subjective control relationship.

According to the results, the level of personality's psychological well-being has a positive relationship with such virtues as:

– "Humanity" – a possibility to form and maintain friendly social relationships with others;

– "Transcendence" – a presence of ideas about the meaning of life and a sense of connection with the outside world;

– "Courage" – a display of resilience and vitality which are necessary to overcome various life difficulties and obstacles.

That is, being satisfied with own personality and the level of own status in the society and space relations are supported by an ability to be in connection with others, a sense of belonging to a certain community or an ability to build partnerships, to develop pragmatic-meaning values that lack of sense, an ability to take responsibility and be oneself. Thus, this triad of virtues is personality's resources which ensure psychological well-being. The common feature of these virtues is their orientation to values that go beyond selfish interests and have a balance between the value of self, the ability to be oneself (courage) and the value of partnership (humanity) and the world in general (transcendence). Perhaps, the presence of such foundation in personality structure explains the fact that we didn't find high levels of psychological well-being among students, as these qualities are acquired while becoming an adult, passing the so-called "mid-life crisis".

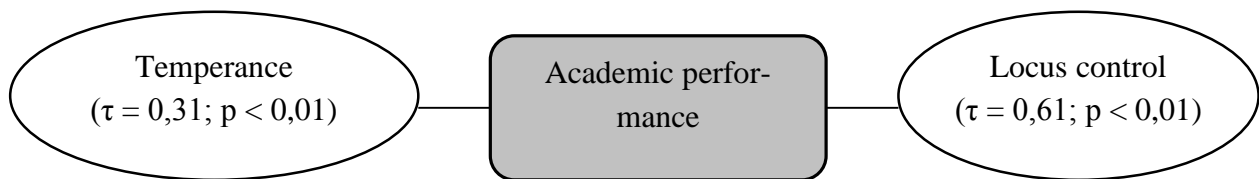Further let's consider relations pleiad with academic performance indices.

Fig. 2. Relationship of successful academic performance with personality's
strong traits and the subjective control level

The relation structure of this self-efficacy aspect is more impoverished, it is reflected in less quantity of correlations. The positive relationship is found with the following qualities:

– Temperance – the developed self-regulation and humility, the ability to maintain a discreet lifestyle;

– Locus of control – the dominant form of personal responsibility.

The leading meaning (according to the strength of correlation) in ensuring the success of social and professional sphere is the locus of control, namely: its internality. This means that the resources for successful academic performance, and therefore, also in social and professional realization is own responsibility for major life events (successes and failures) when a person is able to control his/her own life and control events. The positive relationship with the index "Temperance" likely indicates the contribution of interpersonal self-regulation sphere to this aspect of self-efficacy. Educational activity reveals itself not only through knowledge demonstrating, but through an ability to regulate contacts, build relationships and have ability to self-control in difficult living conditions. Perhaps it also explains the lack of a significant number of students with high academic performance. Today we are witnessing

the phenomenon of so-called "inflation of narcissism" (Stein, 2013) [54] that actually reflects the shortage of interpersonal competencies and fixation only on own self. It is interesting that there were no significant association of academic performance with such virtue as "Wisdom", which reflects personality functioning as a subject of cognition and provides the idea about person's cognitive abilities, which manifest in his/her active desire of knowledge acquiring and its application in real life. In our view, this result may indicate about a more complex "hidden" connection or priorities changing in the sphere of higher education and personal-oriented (humanistic) education paradigm implementation instead of cognitive-oriented.

The further analysis was done with multivariate methods using, namely: factor analysis (Varimax). This is a method of variables reducing in order to identify more generalized "latent" variables that may reflect a sustainable relationship between factor components. For the procedure of factor analysis we selected variables that form the original scale of a questionnaire "VIA-IS", index of subjective control (O. Ksenofontova), psychological well-being index (C. Ryff) and the average score of the academic performance. The results are shown in Table 2.

Table 2

Component structure of students' self-efficacy

Component name	Component 1 "Personal growing up"	Component 2 "Interpersonal self-regulation"	Component 3 "Personal responsibility"
Component composition	Curiosity (0,78); Love of learn (0,61); Openmindedness (0,67); Creativity (0,76); Perspective (0,68); Bravery (0,73); Persistence (0,59); Authenticity (0,72); Zest (0,75); Soc. intel. (0,75); Kindness (0,73); Love (0,71); Teamwork (0,46); Fairness (0,49); Leadership (0,49); Forgiveness (0,45); Apr. of beauty (0,56); Gratitude (0,79); Hope (0,81); Humor (0,76); Religion (0,62); Psychological well-being (0,62).	Open mindedness (0,53); Perspective (0,42); Persistence (0,56); Authenticity (0,47); Soc. intel. (0,52); Teamwork (0,72); Fairness (0,66); Leadership (0,65); Self-regulation (0,87); Prudence (0,86); Modesty (0,84); Forgiveness (0,64).	Love of learn (0,57); Self-regulation (0,68); Religion (0,41); Locus of control (0,73); Academic performance (0,51).
(%) Dispersion	40,10 %	24,10 %	11,50 %
Note: the table includes only meaningful loadings according to the component (0,4).			

Three components were found in the structure of self-efficacy space. The total dispersion of component is 75,70 %. It should be noted that the figures of two spheres of self-efficacy (psychological well-being and academic performance indices) joined the various components that confirms the hypothesis about their autonomy in self-efficacy structure and discovers that they have separate mechanisms of providing from the side of personal regulation. Let's consider the components in detail:

1. The first component with 40,10 % rate is called "Personal growth". It consists of the following variables:

– Curiosity – expression of interest in everything that happens around; the desire to try something new; tolerance for uncommon and unfamiliar.

– Love of learn – active acquisition of new skills, commitment to acquiring new knowledge, to the dissemination of humanity intellectual heritage; an ability to see a wide perspective in solving problems.

– Open mindedness – willingness to accept new ideas and opinions different from own ones; impartiality; considering a problem, which should be solved from all sides, taking into account the important arguments. Openness to new experience is a synonymous with critical thinking, which is a manifestation of human rational ability to correlate own interests and needs with needs and realities of the surrounding world.

– Creativity – an ability to find new and productive; manifestation of ingenuity in goals achieving; practical mind and common sense.

– Perspective – an ability to foresee the development in different situations, to give a piece of good advice to others, especially in situations that require responsibility.

– Bravery – an ability not to lose self-control during threats and difficulties; to win unbearable pain; to tell the truth, even when it is dangerous, scary or difficult. Researchers distinguish between moral and physical bravery, bravery without fear or in spite of it. Psychological courage is for overcoming hardship or illness with dignity.

– Persistence – an ability to bring a matter to a completion; to do things vigorously, without any complaints. A persistent person keeps his/her promises, although it does not mean that he or she tries to achieve something that is unattainable. Persistence usually correlates with flexibility, realistic life views and lack of obsessive perfectionism. While ambition is both negative and positive, persistence is marked with positive ambition.

– Authenticity – an ability to be oneself; not to pretend who you really are not; to tell the truth.

– Zest – an attitude to life with a high degree of interest and energy; an ability to enjoy life, to see the joy in it, to draw inspiration from it.

– Social intelligence – understanding the motives of people's actions and feelings and also own feelings that arise in the interaction, and an ability to regulate them.

– Kindness – an ability to show kindness to people and animals, to take care of them, not to cause them to suffer; to do good deeds. To be kind means not to remain indifferent to surrounding people, to concede own interests if it is necessary, to be responsible for relatives and close people. Important components of kindness are compassion and empathy.

– Love – valuing close relationships with people, an ability of psychological intimacy.

– Teamwork – an ability to faithfully perform own duties and be responsible for joint success; to put collective interests above own ones, even on the condition of their discrepancy; to feel unity with a team.

– Fairness – an equal attitude to all with regards to their interests and capabilities; to prevent bias influenced by feelings.

– Leadership – detecting abilities to organize group interaction and group activities. A leader should pay special attention to possible tensions in group relations, to refrain from discontent, anger displays, but to demonstrate firmness;

– Forgiveness – an ability not to feel offended by someone who made a mistake or handled in a way that caused smb's dissatisfaction, rejection. Forgiveness causes positive changes, first of all, in a person who forgives, and leads to own satisfaction.

– Apr. of beauty – an appreciation of beauty and excellence in everything: in nature, art, science and everyday life; a display of excellence in all areas of life.

– Gratitude – a feeling which promotes forgiveness and make people pay it forward, a recognition of one's moral perfection and willingness to evaluate it; an ability to wonder and enjoy own life as a gift.

– Hope – a hope for a better future and a belief in the possibility of its achievement.

– Humor – an ability to adequately perceive other people's witty sayings, willingness to overcome life adverse circumstances with the help of humor.

– Religion – a clear belief of higher purpose in own life and a clear understanding of life meaning.

– Psychological well-being – a subjective feeling of integrity and meaningfulness of personality existence, personality's full self-realization in specific life conditions and circumstances, "creative synthesis" searching between appropriate needs of social environment and own personality development.

The highest component loads are variables that embody the traits of a mature personality or so-called a "proprium" personality (Gratitude, Hope, Love, Zest, Authenticity, Creativity, Social intelligence, Kindness), that is why, in our opinion, a more generalized phenomenon that combines all the traits of the component is a concept of "personal growth". The psychological well-being index is also included in the component and is considered as a personality continuous development, full realization of his/her abilities and a basis for the attainment of life integrity and meaningfulness, namely a psychological well-being. This is probably consistent with understanding of self-actualization in Rogers's theory, who, unlike Maslow, argued that self-actualization is not the end result of development, but a product of personality full functioning.

2. The second component with 24,10 % rate was called "Interpersonal self-regulation". It consists of the following variables:

– Open mindedness – readiness to accept new ideas and opinions different from own ones; impartiality.

– Perspective – an ability to predict event development, forecasting and planning activities.

– Persistence – insistence, an ability to bring a matter to a completion.

– Authenticity – a consistency with own personality, an ability to be oneself.

– Social intelligence - understanding people's motives of actions and their feelings and also own feelings that arise in this interaction, and an ability to regulate them.

– Teamwork – loyalty to a team, an ability to work in a team, considering community interests.

– Fairness – impartiality of attitudes, feelings of justice and equality.

– Leadership – leadership ability, organizational skills.

– Self-regulation – self-control of own emotions, motives, actions; an ability to get rid of negative emotions and keep composure in difficult life conditions.

– Prudence – restraint in judgments and decisions, an ability to sacrifice instant benefits for the long-term goals; purposefulness.

– Modesty – an ability to adequately assess own achievement.

– Forgiveness – an ability to forgive.

The common feature of these variables is the focus on interaction (eg, Teamwork, Social intelligence, Leadership, Forgiveness) and a ability of self-regulation (eg, Self-regulation, Persistence, Perspective Authenticity). So, to sum up their importance, we can mark it as a self-regulation in interpersonal interaction, which is a product of a control over own impulses and inclinations and focuses on maintaining adequate levels of cooperation and understanding with social environment.

3. The third component with 11,50 % rate is called "Personal responsibility". It consists of the following variables:

– Love of learn – active acquisition of new skills, commitment to acquiring new knowledge.

– Self-regulation – self-control.

– Religion – a belief in a higher life purpose and personal sense fullness.

– High level of Locus of control – internality, that is a person's ability to attribute own successes or failures to internal factors associated with own personality, an ability to take responsibility.

– Successful academic performance – an index of self-efficacy in social and professional realization fields, a level of academic performance.

As one can see, the biggest loadings are variables that indicate the predominant form of responsibility (internality) and self-control, and it gives the possibility to characterize this factor as a responsibility that is taken by a personality. The component structure also includes the indices of cognitive interest and academic performance. It means that in order to predict personality's efficacy in this area one may on a condition of the developed internal locus of control and an area of self-regulation.

The above-mentioned factors were further singled out as variables and the significance of differences in girls and guys was tested by Student's *t*-test. But there were no significant differences according to this test results. It means that three factor structure of self-efficacy does not depend on gender and equally belongs both men and women. Perhaps, the differences can be found taking into account not a biological sex factor, but gender identity type of respondents and it outlines the perspectives of this research extension in the future.

Conclusions

On the basis of the conducted research we came to the following conclusions:

1. The deficiency was found both in the subjective sphere (psychological well-being) and in social and professional one (study) in the indices of Ukrainian youth's self-efficacy. It means that subjective satisfaction with own personality, interpersonal and social relations quality and the ways of professional realization are such that have growth potential or require correction.

2. The personality resources of self-efficacy ensuring in the sphere of subjective (psychological) well-being is a high level of personality virtues and traits development that go beyond selfish interests and have a balance between the value of self, an ability to be oneself (courage) and the value of partnership (humanity) and the world in general (transcendence).

3. The personality resources of self-efficacy ensuring in social and professional realization is the internality of subjective locus control and development of interpersonal self-regulation sphere (Temperance).

4. Three components were identified in the structure of Ukrainian youth's self-efficacy: "Personal growth", which combines the traits of a mature personality that constitute the basis for the attainment of life integrity and meaningfulness, namely psychological well-being; "Interpersonal self-regulation", which combines a focus on interpersonal interaction and an ability of self-regulation; "Personal responsibility", which indicates that personality efficacy in the social and professional realization field is possible on a condition of the developed internal locus of control and self-regulation area. The components structure found no sexual regulation that focuses on gender or sex-mechanisms of personality's self-efficacy regulation searching.

The perspectives of this research continuing is the development and practical application of the students' revealed virtues and traits, which provide self-efficacy. Positive psychology experience study in the prevention of students' emotional burnout (pedagogic field of study) is also expected in the future.

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