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Study of vitality as a resource for providing students' psychological safety

OLENA HREK. Study of vitality as a resource for providing students' psychological safety. *The article investigates the problem of studying the vitality according to domestic and foreign approaches. The concept of "vitality" and its components, peculiarities of vitality and stress interrelation are considered. The factors that cause stress in humans and the mechanisms of vitality that reduce the impact of stress factors on an individual, as well as characteristics of a student's age being one of sensitive periods of their manifestation and development of vitality are shown. The author empirically investigates special features and components of vitality development of students-psychologists, who are in their 1-4 years of study at the university. The research involved 80 students from the University after Ushinsky. The following research methods were used: the vitality test by S. Maddy (adapted by D.O. Leontiev and O.I. Rasskazova), the method of life meaningful orientation by D.O. Leontiev, questionnaire "The idea of information and psychological safety" by T.O. Basanova. Spearman's correlation method and U. Mann-Whitney's test were used for statistical analysis. According to the results of the study, it was found that the level of the students' vitality in their 1-4 years was average but a significant*

increase in indicators was found in those who were in their third year. Peculiarities of the students' life awareness with different levels of vitality are revealed. Besides, the connections between the indicators of vitality and the components of life meaningful orientations of testees' are presented. The level of information-and-psychological safety of students and its connection with vital indicators is investigated. That is, vitality as a resource stimulates the activity of students and can ensure their psychological safety in modern realities.

Key words: *vitality, vitality components, meaningful life orientations, psychological safety, stress resistance, students.*

Introduction. The development of modern society requires young people to be mobile, stress-resistant, flexible, able to quickly overcome difficult life situations and realize themselves to be specialists in future professional activities. However, today's conditions, which stimulate the development of humans' stress, can be called extreme. This is especially due to the current COVID-19 pandemic, in which people face many concerns, leading to deteriorating mental health. The state of stress in these conditions generates physiological and emotional reactions in humans. Yu.Ye. Shmatova points out that this emotional reaction is a series of concomitant emotional disturbances that cause people's negative emotional state, namely depression, anxiety, panic, frustration and fear [12, p. 90]. Moreover, the introduction of quarantine in connection with the pandemic, according to scientists D.A. Brent, D. Gunnell, M. K. Nock, R.C. O'Connor, G. Turecki and others, leads to increased social isolation, loneliness, use of psychoactive substances, domestic violence, cyberbullying, cyber fraud, relationship breakdown, as well as the risk of mental problems, namely provoking symptoms of post-traumatic stress, preventing behavior and anger [12; 15; 17; 18; 19]. Thus, in a pandemic, the problem of studying vitality in the context of psychological safety of an individual becomes relevant, which is associated with increased stressors, extreme situations and difficult life circumstances.

Theoretical substantiation of the question. Considering psychological safety, it should be noted that it involves preservation of a human's psyche with help of balancing between negative effects of the environment and psychological stability of a man, i.e. to overcome these effects using their own resources and protective factors of the environment. In the works of scientists such as I.O. Baieva, S.T. Boyko, Zh. P. Vernaia, G.V. Gracheva, G.V. Ivashchenko, I.O. Olkhova, T.V. Eksakusto

and others there are various developments of the concept of an individual's psychological safety and the creation of models. We will consider vitality to be a man's own resource to overcome stress. The problem of vitality is studied by a large number of scientific works both in domestic science (L.A. Aleksandrova, G.G. Verbina, D.O. Leontiev, M.V. Loginova, K.R. Mannapova, E.V. Yudina and others) and the foreign one (LaGreca, D.M. Khoshaba, S. Kobasa, S.R. Maddi, etc.) [2; 5; 6; 7; 11; 17; 18; 19; 20]. Scientists consider this concept as psychological survival and increased efficiency of a person, as well as an indicator of his mental health and psychological well-being. They also associate it with the problem of coping with stress. Yes, according to theoretical research, we can say that vitality is associated with human success in various fields, especially being under stress.

Among the factors that cause stress S.Maddi and S. Kobasa distinguish innate vulnerability of the body, external events, human beliefs, ability to cope with stressful situations [17]. According to scientists, among these factors, the first two ones cannot always be controlled by a man, but the development of transformational coping strategies and vitality can mitigate their effects, namely the stress itself [17].

S.Maddi studying the types of coping with stress in his works singles out five mechanisms of vitality that reduce the impact of stressors on the development of a disease and reduce efficiency [5, p.9]: assessment of life changes as those to be less stressful; creating motivation for transformational mastery; strengthening the immune response and responsibility for health practices; search for active social support that promotes transformational mastery.

In the works by S.V. Knizhnikova vitality is considered as an integral personal characteristic, which is based on optimal content regulation, adequate self-esteem, developed willpower, high level of social competence, communication skills, whose components' development are subject to contribution of common methods of teaching and education [4].

According to scientists it is the socio-cultural environment which has a significant impact on the formation of human vitality, i.e. its role is determined by the creation of meaningful values and ideals that are external and then become the internal basis for solving life problems. L.B. Voronkina believes that when an individual has developed vitality, he does not perceive stress as a threat, but has the opportunity to change everything by his own efforts and is ready for action. However there is a need to form components of vitality as a personal resource in psychological safety. As the

scientist notes, to do this it is necessary to develop the volitional sphere of personality (self-belief, self-encouragement, self-command; development of purposefulness, independence, determination; specification of goals and prospects, compliance with the principle of goal availability); semantic regulation (hierarchization and structural complication of the semantic sphere, its enrichment; spreading the processes of awareness beyond the personal real situation from the viewpoint of imagination; development of reflection): social competence [3, p.56]. Sufficiently formed vitality allows a person to use such personal resources as physical, psychological, personal, material and social ones [11]. As T.O. Larina points out it is vitality that mobilizes first of all cognitive resources for re-awareness of a difficult situation, gaining a new understanding of the situation to expand the own life contexts, i.e. flexibility and tolerance in perceiving life events, awareness and understanding of difficulties which build a sustainable strategy of mastery [10, p.44].

Thus, vitality is especially important in periods of complex social change, and its study is relevant during periods of active human development. This period includes adolescence from the age of 16 to 21, namely the student's period of life. L.B. Voronkina in her research proves that age-related changes in the realization of vitality are associated with the sociality of an individual, namely the development of social intelligence, mastery of his temperament and training of his character, the development of the volitional sphere of personality [3]. I.O. Baieva points out that it is in student age when there are significant difficult situations in the field of interpersonal communication with adults and peers, which leads to difficulties in achieving goals, so vitality, cognitive, emotional and behavioral blocks become the resources to overcome such difficulties [1].

Among the main characteristics of a student age I.O. Zymnia highlights a high level of education, high cognitive motivation, high social activity and a very harmonious combination of intellectual and social maturity. Thus, the emotional sphere in adolescence is characterized by periodic feelings of dissatisfaction with life, self, and other people. Insufficiently developed reflection and self-perception often lead to overestimation of one's strengths and capabilities and, as a result, to stress. That is, it is important for students to accumulate personal potential for vitality and means of developing stress resistance. Personal indicators of students' vitality development are a high level of life consciousness, self-esteem of communicative abilities and personal qualities, self-regulation of activity, emotional intelligence, harmony of the inner world as an indicator of the

so-called optimal psychological culture (according to G.I. Golieva) [8]. It is the vitality of an individual in educational and professional activities that can contribute to improving the physical and mental health of young people, successful adaptation to stressful situations [14]. One of the most important tasks of professional development of students-psychologists is the development of vitality, which allows the future specialist to avoid personal deformation and other destructive manifestations.

The subject of the article is to study the level of vitality as a resource for psychological safety in students-psychologists.

Methodology and methods. The empirical study involved 80 students-psychologists aged 18-20, who study at University after Ushinsky.

In accordance with the purpose of the study, we used the following empirical methods: conversation, observation, activity analysis and specific methods, namely the vitality test by S. Maddi (adapted by D.O. Leontiev and O.I. Rasskazova), the method of life meaningful orientation by D.O. Leontiev, questionnaire "Awareness of information and psychological safety" by T.O. Basanova.

Quantitative analysis of the data was performed using the statistical package of IBM SPSS Statistics 20. The significance of differences between individual indicators in groups was determined using the U Mann-Whitney criterion, and the relationship between the indicators was determined using Spearman's correlation coefficient.

Research results. The results obtained by the method of vitality by S. Maddy (adapted by D.O. Leontiev and O.I. Rasskazova) allowed us to establish that the average level of the students' vitality prevails ($X_{av}=80,26$). Also, the subjects are characterized by average values according to all components of vitality, but according to a scale of "Risk acceptance" the results are above average ($X_{av}=17,9$). These results show that the students are open to new experiences and everything that happens to them helps them develop. The students-psychologists can act in situations that do not guarantee success, act at their own risk, that is important for the future profession of psychologist. Also, they adequately perceive their successes and failures.

We researched the vitality development peculiarities and its components in different years of study, namely from 1 to 4. Comparison of the average values of the vitality method indicators by S. Muddy in students-psychologists in their 1-4 years revealed that the level of this indicator increased during the age under study, especially this growth was attached to the third year. We can connect this distribution of

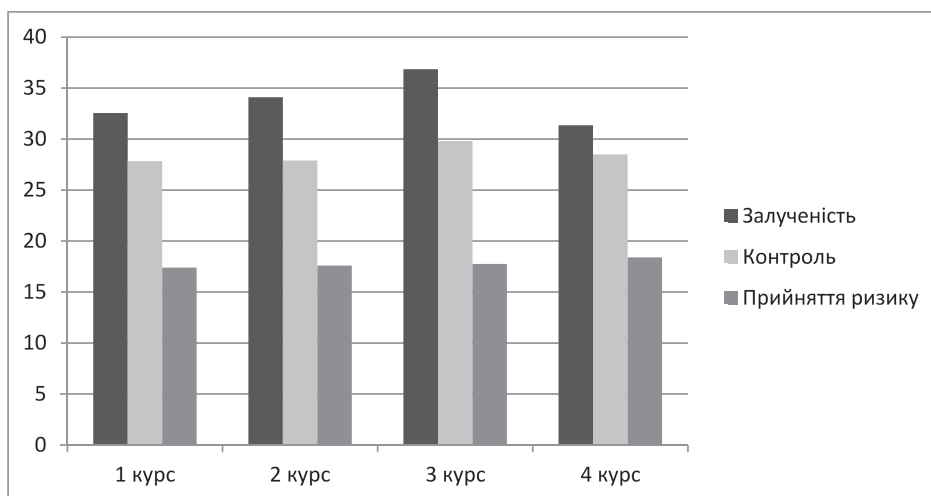


Fig.1. The average values of the vitality components in students-psychologists of the 1-4 years of study (according to vitality method by S. Maddy)

results with the peculiarities of the adaptation process in the first year and the stressful situations of waiting for the state assessment in the fourth year of study. Learning the vitality indicators features in students-psychologists in their 1-4 years of study, we can observe (see Fig. 1) that the most pronounced in all subjects is the indicator of involvement, but it has an average level. That is, the testees are able to establish various social contacts, seek to provide and receive social support, and have a sense of self-importance.

According to the results the second indicator that all testees have is the indicator of control and risk acceptance, which shows a lack of their vitality to negative life situations. However they can initiate behavior and set complex goals but do not always focus on the task. That is, the level of the testees' vitality is based on their involvement and control but they have less risk-taking.

There were also statistically significant differences in the level of the overall vitality indicator and its components in the students. Thus, the level of intensity of the scales of vitality, control and involvement is higher in students of the third year in comparison with the indicators of the students of the 1st, 2nd, and 4th years (at the level of $p=0.05$). The scale of risk acceptance is more pronounced for the fourth-year students than for the students of the 1-3 years (at the level of $p=0.05$).

Table 1.

Characteristics of the manifestation of the system of values in students-psychologists with different levels of vitality (according to the test of life meaningful orientations by D.O. Leontiev)

Groups	Test indicators					
	Life goals	Life process	Life result	The Ego locus control	Locus control	Awareness of life
1-a	36.4	34.3	29.3	25	37.2	118.6
2-a	30.4	30.9	25.9	20.7	31.2	102.3
3-a	23.2	22.7	19.6	13.9	25.7	80.6
Significance of differences by Mann-Whitney test						
1-2	99.5*	141.5	135	67*	88.5*	85.5*
2-3	85.5*	31.5*	45.5*	55.5*	87.5*	51.5*
1-3	12.5*	5.5*	5*	4*	8.5*	3*
* - significant differences when $p \leq 0,01$						

The study also found relationships between the scales of “vitality” and “goals in life” of the students of the 1-4 years ($r=0.72$; $r=0.62$; $r=0.57$; $r=0.73$, $p=0.01$), “vitality” and “life process” ($r=0.68$; $r=0.65$; $r=0.67$; $r=0.66$, $p=0.01$), “vitality” and “effectiveness of life” ($r=0.78$; $r=0.59$; $r=0.58$; $r=0.56$, $p=0.01$), “vitality” and “locus of control of Ego” ($r=0.79$; $r=0.65$; $r=0.76$; $r=0.64$, $p=0.01$), “vitality” and “locus of life control” ($r=0.77$; $r=0.70$; $r=0.66$; $r=0.55$, $p=0.01$), i.e. we can talk about quite significant connections between vitality and components of life awareness.

Using the methods of descriptive statistics, the sample was also divided into three groups according to the level of vitality:

1st group – with a high level ($n=16$) – ($X_{av} = 118.6$);

2nd group – with an average level ($n=51$) – ($X_{av} = 102.3$);

3rd group – with a low level ($n=13$) – ($X_{av} = 80.6$).

The obtained results of the testees according to the method of life meaningful orientations by D.O. Leontiev are presented in the table.1.

Characteristics of the manifestation of the system of values in students-psychologists with different levels of vitality (according to the test of life meaningful orientations by D.O. Leontiev)

Analysis of the results according to the method of life meaningful orientations by D.O. Leontiev for students-psychologists allowed us to determine that the level of life awareness indicators decreases in accordance with the level of vitality. Thus, students-psychologists with a high level of vitality are characterized by purposefulness, vitality, awareness, have freedom of choice and control their life decision-making. Testees with a low level of vitality do not have clear goals for the future, no interest in learning, are confident that they control their own lives, but are dissatisfied with the present life, which is deprived of purpose and motivating content. This shows that students of the third group have feelings of nervousness, which are mostly negative experiences. Students with an average level of vitality are characterized by a lack of goal management in life, they are mediocrely active and focused, their life is not always perceived as interesting, emotionally and meaningfully rich.

Mathematical analysis of the results of meaningful life orientations in students with different levels of vitality reveals that the level of "goals in life" is higher for students with a high level of vitality compared to students of with medium and low levels ($U=99.5$, $U=12.5$, $p\leq 0.01$). Students with a high level of vitality have higher level of indicators of "locus of control – Ego", "locus of control – life", "awareness of life" compared to students with a medium and low level (at the level of $p\leq 0.01$). However, there are no differences in the indicators of "life process" and "life result" for students with a high and medium level of vitality (at the level of $p\leq 0.01$). We can also see that the level of these indicators is much lower for testees with low levels of vitality compared with those who have high and medium levels of vitality ($U=31.5$, $U=5.5$, $U=45.5$, $U=5$, at the level of $p\leq 0.01$). That is, the testees with a high level of vitality form an idea of themselves as a strong person who has the freedom of choice and the ability to make decisions in difficult situations in accordance with the own goals.

The study of the level of information and psychological safety in students-psychologists allows us to establish that 20% of respondents has a high level, i.e. they are aware of information and psychological safety, have a subjective experience of information interaction and algorithm to counteract negative information impact, have a formed worldview, high morality and stability of the emotional and value sphere of personality. 63% of the respondents have an average level of information and psychological safety, which indicate insufficiently formed ideas about the concept, but they perceive the information impact to some extent as a threatening factor and have some algorithm to counteract it. 17% of

respondents have a low level of information and psychological safety, which indicates a maximum propensity for informational influence, i.e. they do not fully perceive information as a threatening factor.

The study examines the relationship between vital indicators and the level of information and psychological safety in students-psychologists. Significant correlations are found between the indicator of information and psychological safety and the general indicator of vitality in students of the 1-4 years (at the level of $p=0.05$). There are also differences between the groups of samples (according to the level of information and psychological safety) according to the level of vitality (according to Mann-Whitney test). Thus, the level vitality intensity is higher for the students with a high level of information and psychological safety compared with the specified indicator for the testees with medium and low levels of safety ($U=86.5$, $U=14.3$, $p\leq 0.01$), that is, we can say that the testees with a high level of information and psychological safety have a high level of vitality, are quite active and confident. However, for testees with a low level of information and psychological safety, the average and low level of vitality prevails, as evidenced by a qualitative analysis of the results. They are not confident in themselves and their ability to cope with their stress, which can be most evident in unfamiliar situations.

Conclusions. The obtained results of the theoretical research allowed us to study the vitality in the frames of psychological safety of an individual, to determine the structure of vitality and the peculiarities of its formation in student age.

Empirical features of vitality in students-psychologists have been empirically determined. Thus, the testees have an average level of vitality, involvement and control, and the level of risk acceptance is above average. The level of vitality in students-psychologists of the 1-4 years has the following dynamics – growth from the 1 to 3 year of study, and then slowing down up to the 4th year. The 3rd year students have a higher level of vitality scale intensity, control and involvement scales, while the 4th year students have a more pronounced risk acceptance scale.

It has been established that the relationship between awareness of life and the level of vitality in students-psychologists, i.e. increasing of the level of vitality, there are conscious personal meanings, freedom of choice and control of behavior.

The level of information and psychological safety of students-psychologists and its connection with vitality is investigated. The majority of students have an average level of information and psychological

safety, which indicates insufficiently formed ideas about this concept, but they perceive the information impact to some extent as a threatening factor and have some algorithm to counteract it. Correlations have been established between the level of information and psychological security and vitality, i.e. the level of vitality is higher in students with a high level of information and psychological safety compared to those with medium and low levels of safety.

The prospect of further research is to develop a program of developmental training sessions to increase the level of vitality of students-psychologists of the 1-2 years of study, which involves the formation of the ability to find various solutions to life's difficulties and activating the own resources.

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Abstracts

ГРЕК ОЛЕНА. Вивчення життєстійкості як ресурсу забезпечення психологічної безпеки у студентів. У статті розглянуто проблему вивчення життєстійкості у вітчизняних та зарубіжних підходах. Розглянуто поняття «життєстійкості» та її компоненти, особливості зв'язку життєстійкості та стресу. Представлені фактори, які викликають стрес у людини та механізми життєстійкості, які сприяють зменшенню впливу стресфакторів на особистість, а також характеристика студентського віку як одного із сензитивних періодів прояву та розвитку життєстійкості. Емпірично досліджено особливості розвитку життєстійкості та її компонентів у студентів-психологів 1-4 курсів. Досліджуваними були 80 студентів-психологів Університету Ушинського. Були використані наступні методики дослідження: тест життєстійкості С. Мадді (в адаптації Д. О. Леонт'єва та О.І. Рассказової), методика СЖО Д.О. Леонт'єва, опитувальник «Уявлення про інформаційно-психологічну безпеку» Т. О. Басанової. Для статистичного аналізу був використаний кореляційний метод за Спірменом та критерій U Манна-Уїтні. Результати. Було встановлено, що рівень життєстійкості у студентів-психологів 1-4 курсів має середній рівень та значне зростання показників виявлено на 3 курсі. Виявлені особли-

вості усвідомленості життя у студентів з різним рівнем життєстійкості. А також представлені зв'язки між показниками життєстійкості та компонентами смисложиттєвих орієнтацій у досліджуваних. Досліджено рівень інформаційно-психологічної безпеки у студентів-психологів та її зв'язок з показниками життєстійкості. Тобто життєстійкість як ресурс стимулює активність студентів та може забезпечити їх психологічну безпеку в сучасних реаліях. **Ключові слова:** життєстійкість, компоненти життєстійкості, смисложиттєві орієнтації, психологічна безпека, стресостійкість, студенти.

ГРЕК ЕЛЕНА. Изучение жизнестойкости как ресурса обеспечения психологической безопасности у студентов. В статье рассматривается проблема изучения жизнестойкости в отечественных и зарубежных подходах. Рассмотрены понятия «жизнестойкости» и ее компоненты, особенности связи жизнестойкости и стресса. Представлены факторы, которые вызывают стресс у человека и механизмы жизнестойкости, которые способствуют уменьшению влияния стрессфакторов на личность, а также характеристика студенческого возраста как одного из сензитивных периодов проявления и развития жизнестойкости. Эмпирически исследованы особенности развития жизнестойкости и ее компонентов у студентов-психологов 1-4 курсов. Испытуемыми были 80 студентов-психологов Университета Ушинского. Были использованы следующие методики исследования: тест жизнестойкости С. Мадди (в адаптации Д. А. Леонтьева и А.И. Рассказова), методика СЖО Д.А. Леонтьева, опросник «Представления об информационно-психологическую безопасность» Т. А. Басановой. Для статистического анализа был использован корреляционный анализ по Спирмену и критерий U Манна-Уитни. Результаты. Было установлено, что уровень жизнестойкости у студентов-психологов 1-4 курсов имеет средний уровень и значительный рост показателей выявлено на 3 курсе. Выявлены особенности осмысленности жизни у студентов с различным уровнем жизнестойкости. А также представлены связи между показателями жизнестойкости и компонентами смысло-жизненных ориентаций у испытуемых. Исследовано уровень информационно-психологической безопасности у студентов-психологов и ее связь с показателями жизнестойкости. То есть жизнестойкость как ресурс стимулирует активность студентов и может обеспечить их психологическую безопасность в современных реалиях.

Ключевые слова: жизнестойкость, компоненты жизнестойкости, смысложизненные ориентации, психологическая безопасность, стрессоустойчивость, студенты.

HREK OŁENA. Badanie witalności jako zasobu bezpieczeństwa psychologicznego studentów. Artykuł porusza problem badania witalności w ujęciu krajowym i zagranicznym. Rozważane jest pojęcie „witalności” i jego składników, cechy związku między witalnością a stresem. Przedstawiono czynniki wywołujące stres u ludzi i mechanizmy witalności zmniejszające wpływ stresorów na jednostkę, a także charakterystykę wieku studenta jako jednego z sensytywnych okresów przejawiania się i rozwoju witalności. Specyfika rozwoju witalności i jej składowych u studentów-psychologów z 1-4 kursów zostały zbadane empirycznie. W badaniu wzięło udział 80 studentów psychologii z Uniwersytetu Uszyńskiego. Zastosowano następujące metody badawcze: test witalności S. Muddy (adaptacja D.O. Leontiewa i O.I. Rasskazowej), metoda SŻO D.O. Leontiewa, kwestionariusz „Rozumienie bezpieczeństwa informacyjno-psychologicznego” T.O. Basanowej. Do analizy statystycznej zastosowano metodę korelacji Spearmana oraz test U Manna-Whitneya. Wyniki. Stwierdzono, że poziom witalności studentów psychologii w latach studiów I-IV kształtuje się na średnim poziomie, a na III roku odnotowano znaczny wzrost wskaźników. Opisano osobliwości świadomości życiowej studentów o różnych poziomach witalności. Przedstawiono także zależności między wskaźnikami witalności a składowymi sensowo-życiowych orientacji badanych. Zbadano poziom informacji i bezpieczeństwa psychologicznego studentów-psychologów oraz ich związek ze wskaźnikami witalności. Oznacza to, że witalność jako zasób stymuluje aktywność studentów i może zapewnić im psychologiczne bezpieczeństwo we współczesnych realiach.

Słowa kluczowe: witalność, składniki witalności, orientacje sensowno-życiowe, bezpieczeństwo psychologiczne, odporność na stres, studenci.