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## THE EXPERIENCE OF OWN CHOICE AND PERSONAL QUALITIES OF STUDENT SELF-GOVERNMENT LEADERS

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*В статті представлено результати дослідження визначення особливостей взаємозв'язку переживання власного вибору та особистісних якостей лідерів студентського самоврядування. Встановлено, що існує взаємозв'язок результатів вибору та поведінки, яка пов'язана з ним, зі ставленням особистості до вибору: студенти, які приймали участь в виборах до студентської ради були більш задоволені підсумками виборів, в порівнянні з тими, хто не приймав участь. Було визначено взаємозв'язок між особливостями особистості студента та лідера студентського самоврядування і параметрами суб'єктивної якості вибору: продуманість вибору позитивно корелює з фактором «Сила» й організаційними здібностями лідерів та з фактором «Активність» студентів; позитивне ставлення до процесу вибору пов'язано з фактором «Сила» й комунікативними здібностями лідерів і Локусом контролю Я та Життя; самостійність вибору пов'язана з задоволеністю всіх досліджуваних студентів підсумками виборів.*

*Ключові слова: вибір; переживання власного вибору; студентське самоврядування; лідер; особистісні якості.*

*The article presents the results of the study on determining the characteristics of the relationship between the experience of own choice and the personal qualities of students-leaders in student self-government. The study was conducted in two stages: the first one - in 1-2 weeks before the elections to the student councils of the faculties, the second - in 2 weeks after the elections. For each stage we have developed questionnaires. It was determined how students relate to student self-government, how much they are aware of their work. Student leaders who were convinced that their decision to participate in the Student Council could affect the quality of life and university students' training, were more confident about the high quality of work and the importance of student self-government. The choice of those who are better informed about student self-government and determine their subjective importance is more moderate and stable, and is characterized by rationality, independence, responsibility, positive attitude to it, and also accompanied by a sense of its significance. It has been established that there is a correlation between the results of the choice and the behavior associated with it, with the attitude of the individual to the choice: the students who took part in the elections to the student council were more satisfied with the outcome of the election, compared with those who did not participate. The relationship between the personality traits of the student and student leader and the subjective quality of choice was determined: the thoughtfulness of the choice positively correlates with the factor «Power» and the organizational skills of the leaders and with the factor «Activity» student's self-assessment; the positive attitude to the process of selection is related to the «Power» factor and the communicative skills of the leaders and the Locus of Control I and Life; Independence of choice is related to the satisfaction of all the students studied with the results of the election.*

*Key words: choice; experience of own choice; student government; leader; personal qualities.*

*В статье представлены результаты исследования особенностей взаимосвязи переживания собственного выбора и личностных качеств лидеров студенческого самоуправления. Установлено, что существует взаимосвязь результатов выбора и поведения, связанного с ним, с отношением личности к выбору: студенты, принимавшие участие в выборах в студенческий совет были более удовлетворены итогами выборов, по сравнению с теми, кто не выбирал. Показана взаимосвязь между особенностями личности студента и лидера студенческого самоуправления и параметрами субъективного качества выбора: продуманность выбора положительно коррелирует с фактором «Сила» и организационными способностями лидеров и с фактором «Активность» студентов; положительное отношение к процессу выбора связано с фактором «Сила» и коммуникативными способностями лидеров и Локусом контроля Я и Жизнь; самостоятельность выбора связана с удовлетворенностью студентов итогами выборов.*

*Ключевые слова: выбор; переживание собственного выбора; студенческое самоуправление; лидер; личностные качества.*

The social development of the student's personality is facilitated by the collective self-organization of the student environment, one of the most striking manifestations of which is student self-government. Student self-government is «an independent public activity of students on the functions of management implementation at higher educational establishments, which is determined by them and carried out in accordance with the goals and objectives of student groups» [4, p. 2].

The choice of a student to participate in student self-government work further influences the development of personal qualities. Thus, in the study of Ts. Ch. Zhimbayeva it was determined that participation in student self-government forms in students such qualities as responsibility, confidence in decisions, as well as diligence, parenting and education. Students acquire skills in team work, ability to support conversations with people, become more independent and organized [1]. S. G. Yanovska determined that the leaders of student self-government in comparison with students who do not participate in student self-government work, are more confident about themselves, it is important for them to receive new information and develop. They are more capable of self-education than other students who have an active desire to participate in active social life [5]. Thus, participation in student self-government contributes to a qualitative change in personal structures in the process of socialization of a young person who studies at higher educational establishments. However, the choice in favor of student self-government is made by a small number of students.

According to D. O. Leontiev, understanding of the choice as an internal activity suggests that any choice implements the relation of the subject with the environment and the surrounding world; it is motivated, expedient, and has more or less complicated structure, into which it is included both external (for example, circumstances), and internal (for example, a comparison of values) means [2]. «The choice can be carried out in different ways and its result (the decision taken) largely depends on how exactly the work of self-determination is being built in the situation of choice, which, in turn, is connected not only with the cognitive processes of the analysis of the situation, the work of which in the situation of decision-making serves as the object of a huge number of researches, but also with the key features of the individual, reflecting the level of maturity and autonomy he has achieved [3, p. 40]. We were interested in how the subjective attitude to the process and the outcome of our own choice of participation / non-participation in student self-government is manifested and how this choice is related to the personal qualities of students.

The purpose is to determine the characteristics of the relationship of the of own choice experience and personal qualities of students.

To realize the goal, the following methods and techniques were used: Method of questioning; Method «Personal Semantic Differential» (E. F. Bazhin, A. M. Etkind, S. A. Golinkina); the Method «Subjective Quality of Choice» (SQCh) (D. O. Leontiev, A. H. Fam); Method of «Sense of Life Orientation» (SLO) (D. O. Leontiev); Method «Assessment of the Communicative and Organizational Abilities of the Individual» (V. V. Sinyavsky, B. A. Fedorishin); methods of mathematical statistics (Spirmen correlation analysis).

The study was conducted in two stages: the first one - in 1-2 weeks before the elections to the student councils of the faculties, the second - in 2 weeks after the elections. For each stage we have developed questionnaires. At the first stage, the questionnaire had questions about knowledge of the activities of such a body of student self-government as a student council and the term of elections to them; assessment of the subjective importance of choosing to participate in student self-government; intentions about participation in elections and assessment of the influence of the work of the student council on the livelihoods of the students of the faculty and the university. At the second stage, the questionnaire included questions on participation in the elections to the student council, the nomination of their candidacy and the question of the decision taken, its spontaneity / reasoning, reasonableness, stability, satisfaction with the results and assessment of their influence on the results of the election of a student deans and his deputies.

Due to the research 77 students from 18 departments of Kharkiv National University named after V. N. Karazin at the age from 17 to 22 years old participated in the study, 39 of them - representatives of student self-government (student deans and their deputies, then - leaders) and 38 students, who do not take part in student self-government. All studying students had the same opportunity to participate and be elected to the student councils of the faculties.

To determine the personal variables that influence the attitude of students towards their own decision on participation / non-participation in student self-government, the correlations of the factors of the SQCh questionnaire with questionnaires variable and personal methods were calculated. Correlation analysis was performed using the SPSS (two-dimensional correlation) program. The degree of correlation was the Spirman correlation coefficient for pairwise removing of lost data.

Using the questionnaire method, it was determined how students are referring to student self-government, how much they are aware of student self-government work. These data made it possible to determine the attitudes of the subjects under study to their own choice regarding participation / or non-participation in student self-government. It was determined that the higher the subjects recognized the importance of student self-government, the more stable the decision to participate in the work of this organization. The students-leaders, who were convinced that their decision to work in the student council of the faculty could affect the quality of life and university students' training, had greater confidence in the high quality of work and the importance of student self-government. The obtained data indicate that the choice of subjects who are better informed about student self-government and determine its subjective importance is more moderate and stable and characterized by rationality, autonomy, responsibility, positive attitude to it, and also accompanied by a sense of its significance (Table 1). Thus, the internal work of self-determination, the result of which becomes the choice, begins long before the crucial moment of this choice.

Table 1.

Qualitative variables questionnaires in two stages of the study

Questionnaire 1	Questionnaire 2
1.Awareness of student self-government	1.Participation in elections to student self-government
2.Knowledge about the election to the student's department of management	2.Spontaneity / reasonableness of the decision
3.Intention to take part in the elections	3.The reasonableness of the decision
4. Assessment of the impact of student self-government on the quality of life and training of university students	4.Satisfaction with the results of the elections to the student's self-governance faculty
5.Subjective importance of the election	5.Stability of the decision
	6.Evaluation of the influence of its decision on the results of elections to the student's self-government of the faculty

According to the results of the correlation analysis, the relationships between the characteristics of the choice regarding participation / non-participation in student self-governance and the personal qualities of students were determined.

In the group of leaders, the «Consciousness of Choice» has a direct correlation with the self-rating «Power» factor ( $r = 0.50$ ,  $p \leq 0.05$ ) and the level of organizational ability ( $r = 0.52$ ,  $p \leq 0.02$ ) of the surveyed leaders (Table 2). Hence, a high self-assessment of the power and ability to control the events of their own lives, organizational skills - all there increase the level of thoughtfulness of choosing by a young person to participate in the work of self-government. In the group of students who were not elected to the Student Council, «The Reasonableness of Choice» has a direct correlation with the self-esteem «Activity» factor ( $r = 0.58$ ,  $p \leq 0.01$ ) (Table 3). Thus, for students who do not participate in student self-government, the consideration of choice is related to the number of social contacts, the desire for active interaction with the social environment, but they do not appreciate this characteristic too high.

Table 2.

Results of correlation analysis in the group of leaders

Indicators	Correlation coefficient	Level of significance
Sophistication of the Choice - the Factor Power	0,505	0,049
Reasonableness of the Choice - Organizational Abilities	0,524	0,017
Emotional Experience of the Choice - Factor Power	0,573	0,008
Emotional Experience of the Choice - Communicative Abilities	0,472	0,036
Emotional Experience of the Choice - Life-time indicator	0,531	0,016
Emotional Experience of the Choice - Locus of Control of Life	0,518	0,019
Emotional Experience of the Choice - Locus of Control I	0,517	0,023
Emotional Experience of the Choice - Result of Life	0,578	0,008
Independence of the Choice - Organizational Abilities	0,647	0,002
Independence of the Choice - Goals in Life	0,552	0,012
Independence of the Choice - Result of Life	0,491	0,028
Independence of the Choice - Locus of Control I	0,449	0,047
Independence of the Choice - Locus of Control of Life	0,572	0,008
Independence of the Choice - General Indicator of Life Sense	0,507	0,023
Satisfaction with the Choice - Locus of Control I	0,445	0,049

«The emotional experience of choice» is due to an even greater number of peculiarities of the personality of the leaders. It has a direct relationship with the «Power» factor ( $r = 0.57$ ,  $p \leq 0.01$ ), with communicative abilities ( $r = 0.50$ ,  $p \leq 0.03$ ), with SLO scales: «The control of life» ( $r = 0.52$ ,  $p \leq 0.02$ ), «The locus control I» ( $r = 0.50$ ,  $p \leq 0.02$ ) and «Life result» ( $r = 0.58$ ,  $p \leq 0.01$ ) (Table 2).

All studying students who took part in the elections to the student council have a high degree of satisfaction both with the solution process and its outcome ( $r = 0.48$ ,  $p \leq 0.02$  and  $r = 0.51$ ,  $p \leq 0.03$ , respectively). The positive attitude to the selection process has a direct correlation with the decision stability at the second stage of the study ( $r = 0.53$ ,  $p \leq 0.05$ ).

Table 3.

Correlation analysis results in a group of students

Indicators	Correlation coefficient	Level of significance
Reasonableness of Choice - Factor Activity	0,580	0,007

The «Independence of Choice» factor in the group of leaders is associated with many indicators of the semiotic orientation test, such as «Goals in Life», «Result of Life», «Locus of Control I», «Locus of Control Life» and «General Indicator of Life Sense». In the entire study group of students, «Independence of Choice» is associated with satisfaction with the results of the elections in the second stage. Consequently, the more independent the choice is, the more satisfaction it provides.

Table 4.

Results of comparative analysis in groups of students and leaders

Indicator	Significance level
The Emotional Experience of the Choice	0,020
Satisfaction with the Choice	0,026
Communicative Abilities	0,000
Organizational Abilities	0,000
Goals in Life	0,005
The Process of Life	0,000
Result of Life	0,013
Locus Control I	0,001
Locus Control Life	0,030
General Indicator of Life Sense	0,002

According to the results of the comparative analysis, significant differences between students who are students of the student self-government and students who do not choose to work in this organization were identified (Table 4). For student-leaders, the emotional color of the choice and the choice of satisfaction is more significant, than for students who are not leaders of self-government. In addition, it has been determined that student-leaders have more advanced organizational and communicative skills and higher rates in terms of semantic orientation.

#### Conclusions

1. There is an interconnection between the results of the choice and the behavior that is associated with it, with the attitude of the person to the choice:

- the students who took part in the elections to the student council were more satisfied with the results of the elections, compared with those who did not participate;
- in the studied students who recognized the subjective significance of the elections, and their participation in them as an opportunity to influence the lives of the students of the faculty and university, the choice was more stable and deliberate.

2. There is a relationship between the personality traits of a student and the parameters of subjective quality of choice:

- the thoughtfulness of the choice positively correlates with the factor «Power» and organizational skills of the leaders and with the factor «Activity» student's self-assessment;
- Positive attitude to the process of selection is related to the factor of «Power» and the communicative skills of the leaders and the Locus of control of I and life;
- Independence of choice is connected with the results of elections satisfaction.

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