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ANTICIPATHY OF PSYCHOLOGICAL WELL-BEING OF EMOTIONALLY MATURE STUDENT PERSONALITY

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The article notes that the modern achievements of humanity in the organization of social relations and achievements in the scientific and technical sphere give the personality and new opportunities, and contribute to the emergence of new significant complications on the path to achieving psychological well-being. Emotional maturity is considered as a component of the psychological well-being of the student's personality. It is emphasized that the achievement of psychological well-being by the student is possible provided the coordinated and balanced development of his emotional maturity and professional experience. The aim of the study was to establish the features of the controversial connection of the development of emotional maturity with the psychological well-being of the student's personality. In the empirical study, 61 female and male students were admitted to the juvenile age (median age 19, minimum age 18, maximum 21 years). The research used the following methods: "Diagnosis of emotional maturity of the person" O.Ya. Chebikina; «Scale of subjective well-being»; "Diagnostics of the motivation of achievement" A.Mehrabian; "Scale of Social Interest" by A. Adler. For statistic processing of empirical data, the H Crackel-Wallis criterion and Spearman rank correlation were applied. It was found that in the studied (students) in general, the average level of emotional maturity is significantly higher. It was established that the motivation of achievements and social interest in the subjects directly related to the development of emotional maturity, but not related to psychological well-being. Statistical analysis of data also showed that the components of self-regulation, and self-regulation, are exclusively inversely related to the components of the structure of psychological well-being, and with the welfare itself. The results of the empirical research show that the inconsistency of the development of emotional maturity with other components of psychological well-being (constant professional and life experience) leads to the emergence and exacerbation of the student's internal contradictions, to reduce the satisfaction of life.

Key words: psychological well-being; emotional maturity; personality of the student; experience; motivation for achievements; social interest

Емоційна зрілість розглядається як необхідна складова структури психологічного благополуччя особистості. Дослідження спрямоване на встановлення суперечливих зв'язків розвитку емоційної зрілості з психологічним благополуччям особистості студента. Результатами емпіричного дослідження доведено, що неузгодженість розвитку емоційної зрілості з іншими складовими психологічного благополуччя (сталим професійним та життєвим досвідом) призводить до виникнення й загострення в особистості студента внутрішніх протиріч, до зниження задоволеності життям.

Ключові слова: психологічне благополуччя; емоційна зрілість; особистість студента; досвід; мотивація досягнень; соціальний інтерес.

Эмоциональная зрелость рассматривается как необходимая составляющая структуры психологического благополучия личности. Исследование направлено на установление противоречивых связей развития эмоциональной зрелости с психологическим благополучием личности студента. Результатами эмпирического исследования подтверждается, что несогласованность развития эмоциональной зрелости с иными составляющими психологического благополучия (устойчивым профессиональным и жизненным опытом) ведет к возникновению и обострению в личности студента внутренних противоречий, к снижению удовлетворенности жизнью.

Ключевые слова: психологическое благополучие; эмоциональная зрелость; личность студента; опыт; мотивация достижений; социальный интерес.

Facing significant changes in the social sphere and the achievements of scientific and technological progress, modern man opens numerous ways for personal growth, fruitful activity, and pleasure from life. At the same for humans, especially young people, significant uncertainty about objective circumstances insignificance of own capabilities, limited life experience, disorientation reinforced by the media, very often turns wrong decisions, mistakes, a variety of problems. The latter, in turn, although it contributes to the acquisition of a certain personal life experience, but does not lead to psychological well-being.

Nowadays, there is no unambiguous understanding of the essence of psychological well-being of an individual. Available definitions of psychological well-being are largely related to theoretical views of the authors. American scientist N. Bredburn with the proposed term «psychological well-being» defined subjective happiness and general life satisfaction in humans [13]. From the point of view of the hedonistic approach developed in cognitive and behavioral psychology, well-being is determined through the achievement of man's satisfaction and avoiding dissatisfaction [9]. In humanistic psychology well-being is considered in connection with the development of an individual, with the fullness of self, with its ability to become the subject of his life, with an awareness of his own life goals, the development of consciousness and self-consciousness of life, with the advent of the capacity for empathy. [3]

The psychological well-being of an individual is a complex multidimensional mental entity with

a complex structural organization. K. Riff developed a six-factor concept of psychological well-being, to the components of which there are included: self-acceptance, positive relations with others, autonomy, competence in managing the environment, purpose in life, personal growth [14]. In turn, O.S. Shiryayeva in terms of consideration of psychological well-being connections with habitat isolates in its structure affective, aimdemanding, ideological, and intrareflexive interreflexive components [12].

All components of psychological well-being must be systematically agreed upon and appropriately assessed by a person himself. Adequate definition of personality life satisfaction level to a large extent depends on its ability for effective reflection, which involves the development of appropriate cognitive and evaluation processes, the ability to understand their own motives and principles, as well as opinions and judgments in the environment about behavior, cases, psycho-emotional state [4]. Significantly, psychological well-being is associated with empathic abilities of a person, his ability to adequately assess his own experiences and experiences of others.

Both the development of reflection and well-being of a person to a large extent depend on its successful socialization. A number of components of psychological well-being is directly related to the establishment of an effective relationship with the environment in the various spheres of life, with its maturity. According to A. Adler, the effective solution of a person's life problems in the areas of work, friendship and love on the way to well-being depends on the development of his social interest, which is expressed through empathy and activity [1]. The level of empathy and activity development, as well as the effectiveness of social contacts, is largely due to the emotional maturity of the individual, with his ability to reflexively evaluate himself and the reactions of the social environment to his actions, deeds, appearance [2, 10].

Under the emotional maturity, the integrative quality of the individual is described, which characterizes the degree of development of the emotional sphere and the psychological mechanisms of emotions regulation in accordance with the conditions and requirements of reality and, first of all, the social environment. The structure of emotional maturity of an individual consists of such basic components as expressiveness, self-regulation, empathy. This structure is formed in ontogenesis in the process of human aging on the basis of individuality properties in communication and activities, taking into account the socio-cultural requirements of a particular community. The following types are distinguished as a combination of components of emotional maturity structure: expressive, self-regulating, empathic, harmonic, self-regulating-empathy, expressive-empathy and expressive self-regulation [8, 10].

Emotional maturity of the personality is characterized by the following key features, which also refer to the signs of psychological well-being: authenticity (originality, which combines awareness of the current moment of life, independent choice of way of life at the moment, the person's acceptance of responsibility for choosing a way of life); openness to own experience (taking of their feelings); development of abilities for self-knowledge; personality and identity; tolerance to uncertainty (ability to withstand uncertainty); taking personal responsibility; the depth of interpersonal relationships; setting realistic goals both in communication and in activities; the ability to empathy [5, 7]. However, this list does not cover such connected with the sustainable structures of the organization of life characteristics of an individual psychological well-being, such as competence in environmental management and worldview.

Any system can function effectively if the level of development of its structural components is coordinated. The qualities of the person develop in the course of mastering not only certain activities, but also in general life, mainly heterochronically (alternately, but within certain limits, then in some, in other system components) [11]. But the excessive predominance of the development of some structural components, compared with the others, can lead to significant contradictions in the system functioning as a whole. All this can be attributed to the psychological well-being of a student individuality as a system organisation, when emotional maturity, as its component, must be conform with the acquired professional experience.

Subject of study. Emotional maturity as a component of psychological well-being of a student personality.

The aim of the study. To establish the peculiarities of the contradictory connection of the development of emotional maturity with the psychological well-being of student personality.

Objectives of the study.

1. Theoretically substantiate the connection of emotional maturity and psychological well-being of a student personality.

2. Empirically determine the contradictions between the development of emotional maturity and psychological well-being of students.

The hypothesis of the research. Inconsistency in the development of emotional maturity with other components of the structure of psychological well-being (professional experience) can lead to a decrease in the overall level of a student personality psychological well-being.

Organization and methods of research

In an empirical study, 61 students (18 youths, 43 girls) of the social and humanitarian faculty, faculty of elementary education, and faculty of physical education of the State Institution (SI) «South Ukrainian National Pedagogical University named after K. D. Ushinsky» took part in the empirical research. In general, the age of the subjects may be considered as youthful (the middle age is 19 years, minimum 18 years, the maximum is 21 years). At any level of emotional maturity, professional experience in students of a given age usually only begins to develop and is predominantly at a low level of development.

The following techniques were used in the study.

1) Methodology «Diagnosis of emotional maturity of personality» O.Ya. Chebikina made it possible to diagnose the features of emotional maturity and its components: emotional expressiveness, emotional self-regulation, empathy.

2) «Scale of subjective well-being» is a screening psychodiagnostic tool for measuring the emotional component of subjective well-being or emotional comfort.

3) Methodology «Diagnosis of Achievement Motivation» A. Mehrabian is used to diagnose personality aspiration for success and avoidance of failure. The motivation for the achievements of the subjects was calculated.

4) «Scale of social interest» A. Adler is intended to identify the level of development of students social interest.

Non-parametric methods are used for the statistical processing of empirical data: the H-Cracker-Wallis criterion, the Spearman rank correlation. The data was processed using the IBM SPSS Statistics statistical suite 20.

Research results

According to the results of the method «Diagnosis of emotional maturity of the personality» the students studied in the group were divided into subgroups according to the generalized index of emotional maturity. On the level, the allocated subgroups are distributed as follows: the average is – 73.77%, low – 18.03%, high – 8.20%. In the group studied, the average level of emotional maturity is significantly higher.

Table 1 shows the medians of emotional maturity in the group and subgroups with low, medium and high levels of emotional maturity. The correlation between the expressiveness of the components of emotional maturity in the subgroups is more or less balanced and approximates by definition to the harmonic type. In addition, the harmonic type of emotional maturity is clearly presented in a subgroup with a sufficiently high level of development of empathy, self-regulation and expressiveness (although the generalized indices of empathy and expressiveness are somewhat closer to the average rather than to a high level of development) [10]. For students of this subgroup, the characteristic expressiveness of all components of emotional maturity is presented by a sufficiently high overall adequacy of emotional response, balance, emotional stability, non-aggressiveness, focus on social objects, adequacy of self-assessment and its place in society. Along with this, the average level of emotional maturity, which is the most common among the subjects, is characterized by a lowered severity of the above-mentioned positive characteristics of an adult.

Table 1

Median of emotional maturity indices studied in the general group and in subgroups with low, medium and high levels of emotional maturity

Selection	introexpressiveness	extraexpressiveness	Expression	intra-self-regulation	extrasef-regulation	Self-regulation	Intra empathy	Extra empathy	Empathy	Emotional maturity
Group	4,00	4,00	8,00	3,00	4,00	7,00	4,00	4,00	8,00	23,00
Subgroup with low emotional maturity	3,00	3,00	5,00	3,00	2,00	6,00	3,00	2,00	5,00	16,00
Subgroup with an average level of emotional maturity	4,00	4,00	8,00	3,00	4,00	7,00	4,00	4,00	8,00	24,00
Subgroup with high emotional maturity	5,00	4,00	10,00	5,00	6,00	11,00	5,00	4,00	10,00	30,00

The indicated characteristics of an emotionally mature person primarily relate to his relations in the social sphere. This orientation was confirmed by empirical data on social interest and the motivation of the achievements of the subjects.

Interest in various studies is considered both as an emotion and as a motive [8]. Social interest in A. Adler more reveals more of its motivational component, that is, social interest and motivation of achievements in the aspect of the development of emotional maturity should be regarded as components of a single motivational complex [1]. In support of this statistical analysis of the connection between these motivational parameters in the group of patients gave a positive result ($r = 0,267$; $p = 0,037$). It was found that an increase in the level of emotional maturity corresponds to a significant increase in both social interest and motivation of achievement

(Table 2).

This result is completely in agreement with A. Adler's conclusions about the fundamental importance of social interest for emotional maturity [1]. And here, first of all, it should be emphasized that in our study, the motivation of achievements and social interest are also significantly related to emotional maturity in general (Table 3). Given their mutual interconnectivity, one should consider the essential orientation of the researchers to achieve success precisely in interpersonal relations.

Table 2
Statistical comparison (Kruskela-Wallace's criterion) motivation of achievements and social interest in subgroups of subjects who differ in the level of emotional maturity

Parameter	Statistical indicator	Levels of emotional maturity			Crayckel-Wallace Criterion	
		low	medium	high	Xi square	<i>p</i>
Motivation for achievements	Median	46,87	56,98	61,12	14,164	,001
	Minimum	37,88	30,91	52,94		
	Maximum	58,39	71,52	75,36		
Social Interest	Median	23,00	26,00	28,00	7,452	,024
	Minimum	17,00	11,00	23,00		
	Maximum	29,00	34,00	33,00		

Note. *p* - probability of error 1 kind.

Table 3
Statistical connection (Spearman correlation coefficients) of emotional maturity indicators with motivation of achievements and social interest in the study group

Motivation indicator	Smooth index	intra-expressiveness	extra-expressiveness	Expressiveness	extraregulation	Self-regulation	extraempathy	Empathy	Emotional maturity
Achievement motivation	<i>r</i>	,494**	,461**	,588**	,261*	,068	,383**	,407**	,507**
	<i>p</i>	,000	,000	,000	,042	,603	,002	,001	,000
Social Interest	<i>r</i>	,179	,129	,172	,495**	,383**	,367**	,270*	,440**
	<i>p</i>	,168	,322	,186	,000	,002	,004	,035	,000

Notes: ** - $p \leq 0.01$; * - $p \leq 0,05$.

The link between the expressiveness of the motivation of achievements and social interest with the components of the structure of emotional maturity of the subjects studied. If the motivation of achievements is clearly associated with expressiveness, self-regulation and empathy as a whole (with the exception of self-regulation), and separately with their structural components, then social interest is related only to self-regulation and empathy. Thus, the selective activation of various components of the emotional maturity of the individual in relation to situations of communication itself. Limited experience of non-verbal communication of the researchers has not yet become a reliable basis for communication for them, but it is a guideline for future achievements.

Along with the presented links of indicators of motivation of achievements and social interest with the components of emotional maturity, it should be emphasized the lack of statistical connection of these indicators with the components of psychological well-being of the students studied. In addition, the statistical analysis using the Kraskela-Wallace criterion showed that according to the indicators of psychological well-being subgroups of subjects with different levels of emotional maturity also do not practically differ.

The statistical connection of emotional maturity with the indicators of psychological well-being in the group under study was considered (Table 4).

Table 4

Statistical connection (Spirmen correlation coefficients) of emotional maturity indicators with psychological well-being indicators in the study group

Indicator of emotional maturity	Statistical index	Tension and sensitivity	Signs that accompany the basic psycho-emotional symptoms	Change in mood	Significance of social environment	Self-assessment of health	Degree of satisfaction with everyday activities	Psychological well-being
Intra self-regulation	r	-,203	-,431**	-,277*	-,031	-,062	-,292*	-,329**
	p	,117	,001	,031	,812	,635	,022	,010
Extra self-regulation	r	-,263*	-,371**	-,594**	-,422**	-,416**	-,439**	-,529**
	p	,041	,003	,000	,001	,001	,000	,000
Self-regulation	r	-,291*	-,490**	-,533**	-,288*	-,273*	-,469**	-,537**
	p	,023	,000	,000	,024	,033	,000	,000
Extra empathy	r	-,204	-,238	-,238	-,187	-,265*	-,167	-,289*
	p	,114	,065	,064	,150	,039	,199	,024
Emotional maturity	r	-,130	-,158	-,295*	-,239	-,162	-,289*	-,255*
	p	,317	,223	,021	,064	,211	,024	,047

Notes: ** - $p \leq 0.01$; * - $p \leq 0.05$.

It was found that both components of self-regulation, and self-regulation itself, are exclusively inverse with the components of the structure of psychological well-being, and with the well-being itself. A similar character is in the connection of psychological well-being with extra empathy and emotional maturity in general (see Table 4).

Discussion of research results

Emotional maturity of a person assumes high development of self-regulation and should promote psychological well-being. On the other hand, a truly psychologically prosperous person can not but be emotionally mature. Together with this, the obtained results psychological well-being is inversely related to extra empathic and in general with the emotional maturity of the subjects. That is, the development of a separate component of the overall structure of psychological well-being can obviously contradict the development of the whole. Here it should be noted the specificity of the experience that young people receive in modern conditions. This experience is associated with the popularity of the youth circles in a chaotic mass culture, with the shocking, decisiveness, superficiality of understanding, perceived for the extraordinary and freedom of expression of will. The experience of the life of modern youth is established mainly in the absence of an independent decision of meaningful life tasks, which necessarily requires clarity, responsibility and respect for the natural and social environment. Such experience, backed by the media, not only does not initiate the development of expressiveness, but in relation to real responsible social contacts in general raises many ethical questions, becomes a certain burden and does not contribute to the man's full satisfaction of life.

It should be noted another important aspect in the formation of a positive life experience and, accordingly, the outlook of the students studied. Their life experience does not yet contain the weighty components of a certain professional activity, which, through its real transformative influence on the surrounding reality, promotes the knowledge of the environment, self-identification and self-transformation of an individual in accordance with natural relationships and relationships. This is the latter, in link with social experience, in the corresponding uncontroversial configuration and can be a reliable foundation for a developed outlook and psychological well-being of the individual. On one hand, the studied students have a limited life experience in the presence of an inspired sense of its actual sufficiency. On the other hand, they are already convinced that this experience is constantly forcibly expanding and expanding to a large extent by overcoming the problematic situations where the limited personal perception of reality faces with infinity of «hard» reality manifestations. That is, in

the initial version, the deepening into social reality understanding, which is predicted by emotional maturity, turns for a student personality into significant negative experiences and disappointments on the principle: «a lot of knowledge - a lot of sorrow». Such disappointments in reality relate to the social environment, as well as to the assessments of their own health, and the degree of satisfaction with their own activities (see Table 4).

According to logic, it is the process of contradictory acquisition of life experience and leads to a decrease in psychological well-being of the subjects even when, with the advent of emotional maturity, the sense of well-being has to increase. As a result, the process of personal development of student youth is considered to be fruitful for increasing the level of emotional maturity, but it is substantially limited in terms of gaining overall competence in environmental management and determining life goals as factors of psychological well-being under K. Riff [14]. Moreover, this process, due to the accumulation of negative impressions from the interaction of a person with severe reality, with a lack of in-depth understanding, also contributes to the emergence of contradictions in the metaproject and ideological components of psychological well-being, presented by O.S. Shiryaeva [12]. Summing up the previous one, it should be noted that with a certain harmonic type of emotional maturity in the subjects in the structure of psychological well-being, in general, reveals the inconsistency of components development. The expressive one-sidedness of personality development, going beyond the limits of systematically coordinated heterochronism, leads to significant deformations and destructions in the mental organization of a man and to accumulation of mainly negative impressions of contradictory relations with reality.

Further studies should be conducted in the direction of determining the criteria for the coherence of the sustainable development of emotional maturity with the experience, semantic structures, worldview of a individual.

Conclusions

1. In the structure of the psychological well-being of a person expression of emotional maturity is one of the number of its important components with the essential limitations of their separate development. In accordance with the points of systematic approach inconsistency of emotional maturity development with other components of psychological well-being (constant professional and life experience) leads to the emergence and exacerbation of a student internal contradictions a reduce of satisfaction with life.

2. In the subjects in general, there dominates the average level of emotional maturity, e which components expressiveness configuration largely corresponds to the harmonic type. Such harmony disappears in the transition to the consideration of psychological well-being in general. Motivation of achievements and social interest in the subjects is directly related to the development of emotional maturity, but not related to psychological well-being both in general and in structural components. Such a correlation shows a certain limitations and one-sidedness of society influence on the development of a student personality.

3. The increase of overall level of emotional maturity in students without gaining them a full-fledged extensive life and professional experience with an appropriate understanding of the meaning of their own being contributes to the accumulation of misunderstandings, negative impressions and experiences. The latter with great probability leads to a decrease in the level of an individual psychological well-being.

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