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**PSIHOLOGIJA**  
*Psychology*



# PERSONNEL WORK LIFE QUALITY AND ENGAGEMENT: EXAMPLE OF A NORDIC BUSINESS INFORMATION TECHNOLOGY COMPANY

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**Abstract.** *Work life quality and engagement have been widely studied and terms are being used in the context of working life. Together these terms have not been studied much. Although the connection between these two has been proven as significant in various researches. The aim of every company is to perform well and make a profit, or just one of these aims depending on the type of enterprise and their business. The aim of the research is to determine personnel work life quality and work engagement, their differences, and interconnection in a Nordic business information technology company's division in Latvia and Finland. Three research questions were set: What is the evaluation of personnel work life quality and work engagement; Is there a statistically significant connection between personnel work life quality and work engagement; Are there statistically significant differences in results of work life quality and work engagement in a Nordic business information technology company's divisions in Latvia and Finland. The following methods were used for data acquisition: work life quality questionnaire; Work engagement questionnaire. Analysis of the results showed that the evaluation of work life quality and work engagement is medium-high. There is a statistically significant correlation between work life quality and work engagement. Statistically significant differences were found between personnel work life quality and work engagement in both countries. Various work life quality factors promote work engagement. For both divisions, the most challenging is balancing work and private life of the employees. Employees in Finland would evaluate the company's inner communication higher if they felt more engaged in decision making. Researches of differences reveal that employees of Latvian companies show higher results in social integration and employer and company evaluation than personnel in Finland.*

**Keywords:** *work life quality, engagement.*

## Introduction

Work is, has been and will be an important part of people's lives. It should be noted that with time amount of working hours per week has increased in comparison to, for example, 50 years ago (Connolly et al., 2017). Working a full-time job people are subjected to various aspects of work life that influence their lives both at work and outside it.

Work life quality and engagement are widely studied terms in the context of work life. Work life quality is a term that includes various conditions determining the quality of work life. This notion shows to what extent employees can meet their personally important needs while being employed (Srivastava & Kanpur, 2014). Work life quality can also be viewed as a strategy with the help of which to retain employees and increase their job satisfaction (Monga & Verma, 2015). Whereas engagement is a term that characterizes the employee's attitude and emotional state towards their work and employer. Or emotionally – a motivated state of elevated energy in combination with high keenness and level of work focus (Bakker & Albrecht, 2018).

Together these terms have not been studied much. Nevertheless, the relation between both terms has been proven as significant in various studies (Kanten & Sadullah, 2012; Alqarni, 2016). The topicality of the subject is determined by the fact that the company concentrates on the promotion of engagement and research. Considering that different companies show diverse engagement indicators, it is necessary to understand what the main reasons for the difference in the evaluation are. Work life quality factors have not been studied separately which will give the possibility to overview and analyze opinions of employees on this topic.

Researching work life quality in the companies and its connection to engagement will show the most important aspects of work life quality to summarize them and give recommendations. Three research questions were set: What is the evaluation of personnel work life quality and work engagement; Is there a statistically significant connection between personnel work life quality and work engagement; Are there statistically significant differences in results of work life quality and work engagement in a Nordic business information technology company's divisions in Latvia and Finland.

The aim of the research is to study work life quality and engagement and to develop suggestions for HR on promoting work life quality and engagement. Latvian companies regularly show higher, but Finnish companies lower results as the median score of the company. That is why it was decided to include both these countries that regularly show the highest and lowest results in work engagement studies.

## **Literature Review**

Considering the importance of work life quality, it is being evaluated as one of the most significant work aspects (Kawemba, 2010). Many authors for analysis and study of work life quality have chosen Walton's eight conceptual categories, namely: adequate and fair compensation; safe and healthy working conditions; use and development of human capacity; opportunity for continued growth and security; social integration at work; constitutionalism in work organization; work

and life space; social relevance of work life (Walton, 1973). Work life quality works at the same time both for employee's higher and basic needs (Srivastava & Kanpur, 2014) as indicated by scope of different needs in Walton's categories.

Work itself is an important part of work life quality. Work must be wider including varied duties so that the employee would not spend long time on one specific task (Srivastava & Kanpur, 2014). Companies without strict duties indicate to applying this aspect in real action. It is also a good approach to do employee rotation giving them chance to do completely different tasks thus developing their skills and competencies (Srivastava & Kanpur, 2014).

Work life quality is considered as philosophy, a set of principles based on the concept that people are the most important resource of the company (Reddy & Reddy, 2010). Such approach indicates to necessity of work life quality programma, organization's understanding about different factors and implementation strategy. Irrespective of where work life quality programmas are developed: from management, employees or outsourced, these programmas prove to be successful in various manifestations (Dixit & Pandiya, 2015). Work life quality programmas give support in recruitment, encourage retention, increase productivity, decrease absence and maximize use of human resource (Inda, 2013).

Engagement is a topical term among researchers and HR professionals who consider this concept as one of the main promoters of success in companies (Ababneh & Macky, 2015). High levels of engagement promote talent retention, contribute to client loyalty and improve company's performance (Lockwood, 2007). In the context of work importance, engagement is one of the main factors together with job satisfaction, autonomy, work relations and continuing education (Geldenhuy, Laba, & Venter, 2015). Definition of engagement overlaps with the one of involvement which indicates to that often employees are more involved with their work rather than their employer (Armstrong, 2006). Committed employees perform 20% better and are 87% less likely to leave the company (Corporate Leadership Council, 2004), not considering if employees are committed to their work or their employer.

Work-place culture determines the tone of engagement (Lockwood, 2007). Disengaged employees are not interested in generating new ideas or suggesting creative solutions; whereas engaged employees consider creativity as part of their job and generate new ideas and approaches (Sharma, Chaudhary, & Singh, 2018). Often the age, function and position of the employee is linked with engagement, but it has been proven that it does not determine level of engagement. Levels of engagement are more determined by company's strategies and policies rather than characteristics of employees (Corporate Leadership Council, 2004). Level of employee engagement directly indicates to their feelings about their manager (Redmond, 2009). Managers have a crucial role in enabling and promoting engagement (Corporate Leadership Council, 2004). Viewing work life quality and

engagement as a whole, work life quality is being set as basis that determines level of engagement and job satisfaction (Fatmasari, Mochammad, & Wulida, 2018).

## **Methodology**

### *Sample:*

In the companies included in the research, there are 334 employees, 188 of which working in Latvia and 146 in Finland. Altogether 174 replies were gathered, 103 respondents from Latvia and 71 respondents from Finland. Gender balance among respondents is equal: 48% women and 52% men. The main part of respondents, 44%, were aged 25 to 34 years, 31% - aged 35 to 44 years. In the age group 45 to 54 years there were 9% of respondents but in the age groups 18 to 24 years and 55 and more – 8% each.

### *Measure:*

Work life quality questionnaire (Walton, 1973; Timossi et al., 2008). Four categories were chosen for the questionnaire: safe and healthy working conditions, use and development of human capacity, social integration at work, work and living space. Statements were taken from Timossi (Timossi et al., 2008) questionnaire based on Walton's eight categories.

Work engagement questionnaire (Schaufeli & Bakker, 2004; Corporate Leadership Council, 2004). The second part of the questionnaire consists of work engagement statements developed based on UWES approach (Schaufeli & Bakker, 2004) using three statements on engagement levels: energy, diligence, and keenness. Additional to these statements there were more statements to evaluate engagement based on engagement promoting factors developed in another research (Corporate Leadership Council, 2004). In both questionnaires' questions were adapted to the companies and research needs, all statements had to be evaluated using 4-point Likert scale: disagree, rather disagree, rather agree, agree. The questionnaire was developed in Latvian and English.

### *Procedure:*

Before the acquisition of research data, a pilot research was done where Cronbach's alpha was verified, and it was above 0.7. Taking into consideration the coefficient, authors of the research changed the questionnaire resulting in repeated calculation of Cronbach's alpha, getting above 0.8. Data was gathered from 1st to 12th April 2019. Questionnaires were published and data gathered on Webtool.

## **Research results**

Looking at work life quality statement groups (Figure 1), one can see that employees are the most satisfied with social integration at work. Considering



statements under this group, it can be concluded that employees feel belonging both to the company and their teams. Also, their ideas are taken into account and they participate in events organized by the company. Work stress influences the private lives of employees and some employees cannot rest not thinking about work, which explains lower evaluation of work and living space statement group. There are no statistically significant differences between the statement groups, however, there is a tendency for differences. This applies to the work life quality statement groups as well as for the work engagement statement groups.

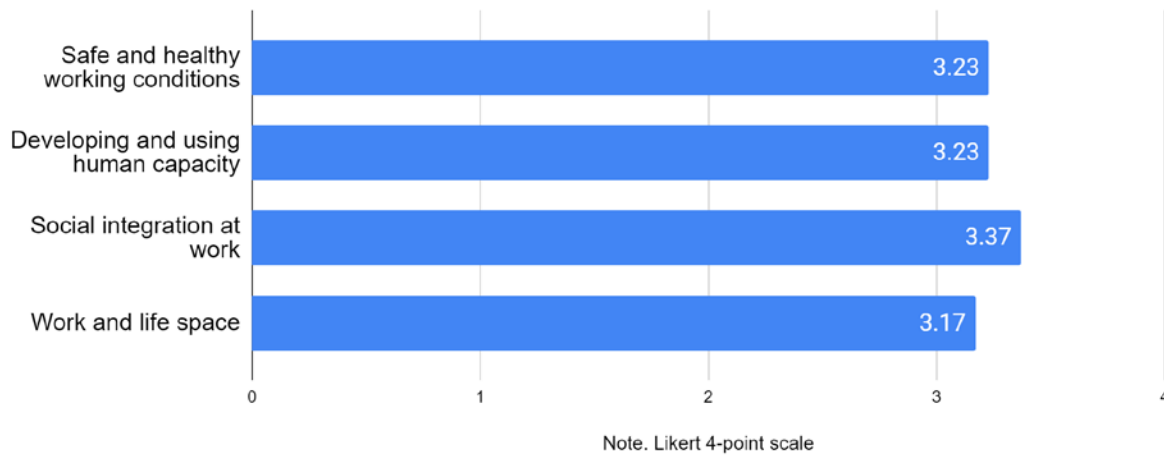


Figure 1 Evaluation of work life quality scales

Whereas in statement group on **work engagement** (Figure 2) highest evaluations were given to statements about colleagues, but lower – about company and managers. Employees like to work with their colleagues and they mostly have good relationships with at least one colleague. Regarding company and managers employees state that at times they do not like internal communication. This statement can be connected with another statement with lower evaluation about that company does not involve employees in decision making.

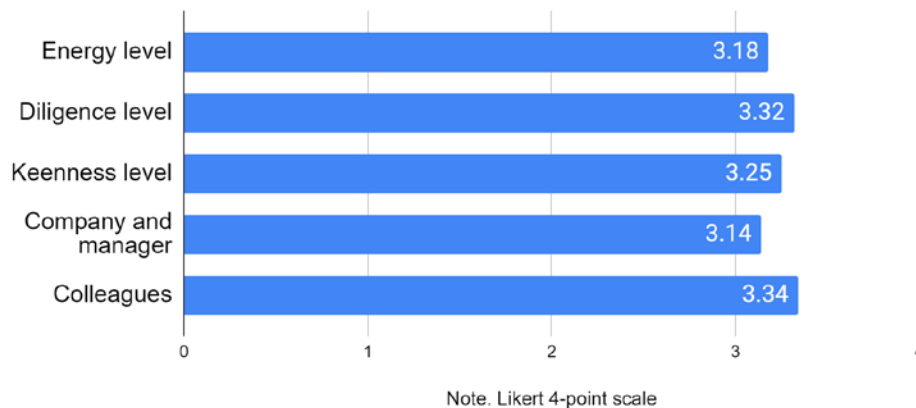


Figure 2 Evaluation of work engagement scales

Performing Spearman’s correlation (test distribution is not normal) on work life quality and engagement indicators (Table 1) it was established that there is a statistically significant correlation between them ( $r=.64$ ;  $p=.00$ ). This correlation proves previously viewed statement groups which corresponds to high evaluation of social integration and positive evaluations about colleagues. It also explains lower evaluation of statements about company and manager and work load of employees which influences their private lives. Employees being in more stress would not be satisfied with their company and manager. Nevertheless, it should be noted that company and manager make social integration of employees, use and develop human capacity and other positive manifestations.

*Table 1 Spearman’s correlation of work life quality and engagement*

Measure	Engagement
Work life quality	.644**

Note.  $N= 174$ . \*\*  $p < .01$

Spearman’s correlation was done also to separate scales and the results showed that there is a statistically significant correlation among all scales. Scales with the highest correlation coefficients (Table 2) are Social integration at work and Company and manager ( $r=.61$ ;  $p=.00$ ), Company and manager and Use and development of human capacity ( $r=.60$ ;  $p=.00$ ).

*Table 2 Highest correlations in work life quality and engagement scales*

Measure	Company and manager	Diligence level
Safe and healthy work conditions	.499**	.398**
Use and development of human capacity	.597**	.528**
Social integration at work	.613**	.383**

Note.  $N= 174$ . \*\*  $p < .01$

Mann-Whitney U test was done to clarify scales where there were statistically significant differences between both countries. Results show (Table 3) that main differences are in scales of Social integration at work ( $U= 2111.5$ ;  $p < .00$ ), Company and manager ( $U= 2277.5$ ;  $p < .00$ ) and Use and development of human capacity ( $U= 2323.5$ ;  $p < .00$ ).

Table 3 Mann-Whitney U test for statistically significant scales between countries

	U-criterion
Safe and healthy working conditions	2912.5
Use and development of human capacity	2323.5
Social integration at work	2111.5
Diligence level	2954.5
Company and manager	2277.5

Note. N= 174

Considering differences in median values of Latvian and Finnish scales, there is a noticeable difference (Figure 3). Evaluations of Company and manager are much lower of employees of Finnish companies than Latvian personnel indicating that this aspect is problematic in Finland. Social integration at work is much higher in Latvia, which can be explained with employees wish to participate in event planning and attending them. In Finland lower evaluation is also given to Use and development of human capacity which might explain lower evaluation of Company and manager.

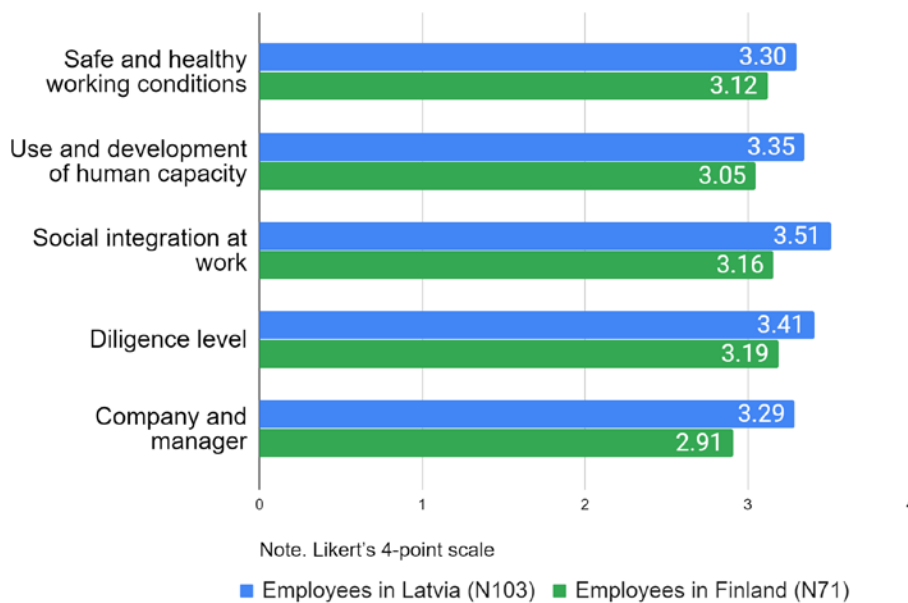


Figure 3 Differences in scales between countries

Employees of Finnish and Latvian companies have given different evaluation in different age groups. Results of Latvian employees show statistically significant differences in statement “Stress at work does not influence my private life” where older employees more often disagree or rather disagree with this statement. Employees of age group 55 and above gave the most negative evaluation in almost all statements. It should be noted that in this age group more than 90% are employees of Finnish companies.

Looking at the results regarding seniority significant differences were found in “Safe and healthy working conditions” scale where statistically significant differences were among employees who have worked more than 10 years and those who have worked less than one year and 2 to 5 years. It can be explained with high demands for work environment. Also, significant differences were found in evaluation of statement “My work load is adequate and well balanced”. One half of employees with seniority reply that they disagree or rather disagree with the particular statement. These results could be explaining with that longer working employees have more duties and they are expected to be more productive than employees with less experience in the company.

### **Discussion and conclusions**

Work life quality and engagement measures of both countries included in the research show positive evaluation from personnel which indicates that HR and company management work positively for employees. As regards question of the research about relation of work life quality and engagement results show that there is statistically significant and positive relation between them. Various work life quality factors influence engagement. Social integration at work and evaluation of company and manager are the most connected.

Companies succeed the most with social integration of employees and as a result almost all employees feel that they belong with the company and their team. Teams comprise employees who understand each other and work well together, unity is promoted with events.

For both countries the most challenging is balancing work and private lives of employees. Work stress influences private lives of almost one third of the personnel, and almost one fourth of them cannot rest not thinking about work. It should be noted that work stress can be explained with shortage of workforce that results in shortage of time to complete all tasks, respectively, creating more stress. Authors suggest HR to organize a lecture on time management which would help employees to plan their work day and use time at work more effectively, thus reducing stress and being more productive. Employees with seniority in the company indicate to higher stress at work and less possibilities to balance work and private life. In this case it is suggested to give more responsible duties and reduce the work load of employees with seniority. Companies in Finland are suggested to work on personnel job specifics, change of duties when possible, give interesting tasks with more responsibility. Team leaders together with HR should organize meetings and improve these issues.

One fourth of employees in Latvia and one third in Finland disagree that company involves them in decision making. Finnish employees would evaluate inner communication higher if they felt more involved in decision making.

Although companies in Finland have strategic approach to events and employee participation, they lack structured feedback. HR is suggested to organize employee involvement in decision making at times spreading short questionnaires on solving some internal questions. Companies in inland should cognize and improve internal communication. Companies of both countries should consider publicly or privately discussing suggestions.

In the different statement of age groups most positive evaluations were given by 18 to 24-year-old employees. Also, employees aged 45 to 54 consider their work interesting and inspiring. The most negative evaluations were given by employees aged 55 and more; 90% of them are Finnish. To prevent negative feeling about different aspect of work and workplace HR of Finnish companies are suggested to work more with older employees, consider their work load and reduce work stress by finding out the stressors.

Employees who can use their capacity consider work more meaningful and inspiring, and they spend their work hours more productively, they also have a more energetic approach towards work and are more eager to come to work. Social integration at work makes good relationship among colleagues and more positive atmosphere in team. Meaningful work, team and colleagues, and management decisions promote employee loyalty and liking of their work. It should be noted that seniority is not connected with loyalty.

To maintain positive attitude of employees and improve problematic issues, it is suggested to organize management meetings between countries to exchange implemented measures and feedback. This could save money and time introducing interesting and appropriate measures resulting in higher work life quality and promoting engagement.

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# LAULĀTO APMIERINĀTĪBAS AR ATTIECĪBĀM SAISTĪBA AR PIEDOŠANAS MOTIVĀCIJU

## *Relationship's Satisfaction Connection with the Motivation of Forgiveness*

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**Abstract.** *The purpose of the study was to investigate whether there is a relationship between the motivation of forgiveness and satisfaction with the partnership in spouses. The study was attended by 300 married respondents: 180 women and 120 men ( $M = 39.29$ ,  $SD = 10.7$ ). Groups were matched according to the following criteria: age (19-60 years); married. To measure motivation of forgiveness, an interpersonal motivation survey related to abuse was used: the version of 18 statements (Transgression-Related Interpersonal Motivations Inventory; TRIM-18; McCullough et al., 1998; McCullough; Root & Cohen; 2006; adaptation in Latvian by S. Brudere -Ruska and V. Perepjolkina, 2012) and couples' satisfaction index (CSI) Funk, JL & Rogge, RD (2007) was used to measure couples' satisfaction. The study raised the question of whether there is a relationship between the motivation for forgiveness and the satisfaction of the spouses with the relationship? There were statistically significant positive correlations between forgiveness and satisfaction, which indicates that increasing rates of forgiveness increase satisfaction rates, and a negative close correlation was obtained by avoiding and retaliation for forgiveness, indicating that, as these scales increase, they will decrease satisfaction. Most respondents of the study against their partner, who is the abuser, are showing signs of grace that can be seen in the results of this research. The results of the study are in line with previous similar studies and confirm that forgiveness contributes to the well-being of the relationship.*

**Keywords:** *forgiveness motivation, married couples, satisfaction.*

### **Ievads**

#### ***Introduction***

Apmierinātība ar attiecībām ir subjektīvs attiecību novērtējums, kas ietver gan pozitīvas, gan negatīvas izjūtas attiecībā pret partneri un vispārējo attiecību piesaisti (Cox, Wexler, Rusbult, & Gaines, Jr., 1997). Apmierinātība ir saistīta ar

virtni svarīgu attiecību aspektiem, viens no tiem ir attiecību rezultāts, ieskaitot attiecību izbeigšanu (Gottman & Levenson, 1992, Gottman, 1994). Ar pētījuma palīdzību noskaidrots, kuri ir tie faktori, kas var izraisīt strīdus, konfliktus un novest laulību līdz izjukšanai (Eastwick, Eagly, Finkel, & Johnson, 2011). Spēja piedot savam partnerim var būt viens no svarīgākajiem faktoriem, lai uzturētu veselīgas romantiskas attiecības (Fincham, 2000). Piedošanas koncepcijas akcentē motivācijas pārmaiņas, kurās negatīvās atbildes tendences pret pārkāpēju samazinās (McCullough, Fincham, & Tsang, 2003). Tomēr tikai ar samazinātu negatīvo motivāciju, visticamāk, nav pietiekami, lai uzlabotu attiecības. Tādējādi teorētiski piedošana veicina ne tikai negatīvās atbildes samazināšanos, bet arī palielina labo gribu piedot pāridarītājam (Fincham & Beach, 2002, 2007). Pētījuma mērķis: izpētīt laulāto apmierinātības ar attiecībām saistību ar piedošanas motivāciju.

*Pētījuma jautājumi:*

1. Vai piedošanas motivācijas rādītājiem ir saistība ar laulāto apmierinātību ar attiecībām?
2. Vai izglītība, laulības stāžs un bērnu esamība ietekmē apmierinātību ar laulībām un piedošanu?
3. Vai ir novērojamas atšķirības pēc dzimumiem saistībā ar apmierinātību ar attiecībām un piedošanas motivāciju?

## **Literatūras apskats**

### *Literature review*

*Apmierinātības ar laulību iezīmes.* 20. gadsimta pirmajā pusē, pētnieki vispirms izvērtēja personības ietekmi uz laulības funkcionēšanu (Terman, Bittenwieser, Ferguson, Johnson, & Wilson, 1938). Kopš tā laika ir veikti pētījumi par personības modeļiem un laulības aspektiem (Chen et al., 2007; Brock, & Lawrence, 2014). Saskaņā ar šo pieņēmumu, apmierinātiem pāriem raksturīgi pārsvarā pozitīvas iezīmes, bet neapmierinātiem pāriem - negatīvas iezīmes, kaut arī dažas pozitīvas iezīmes varētu līdzās pastāvēt vienlaicīgi. Uzticēšanās un apmierinātība ar laulību ir funkcija pati par sevi, kas pārim palīdz iemācīties adaptēties, pielāgoties un pieņemt savstarpējās attiecības (Van Lange et al., 1997). Par vienu no biežākajiem šķiršanās iemesliem (Shapiro, Gottman, & Carrere, 2000) min laulāto nespēju pietiekamā līmenī apmierināt savas vēlmes pēc intimitātes, šī paša iemesla dēļ cilvēki ļoti bieži uzsāk personīgo psihoterapiju. Pāru attiecībās piedzīvotais intimitātes līmenis būtiski ietekmē cilvēka fizisko, emocionālo un psiholoģisko labsajūtu. Intimitāte pēc bērna piedzimšanas cieš visbiežāk, jo grūti atrast laiku divvientulībai. Apmierinātības ar pāra attiecībām un intimitātes samazināšanās pāra attiecībās, kas sākusies līdz ar bērna piedzimšanu, var beigties arī ar šķiršanos (Shapiro et al., 2000). Pētījumi parāda,



ka precēti cilvēki spēj labāk psiholoģiski adaptēties (Wade & Worthington, 2003; Horn, Xu, Beam, Turkheimer, & Emery, 2013), ir fiziski veselīgāki (Dupre & Meadows, 2007; Horn, Xu, Beam, Turkheimer, & Emery, 2013). Pētījumos par laulību pēta personības iezīmju saistību ar laulības funkcionēšanu, kurā ietilpst plašas kategorijas: a) kā viena personība prognozē viņa vai viņas laulības funkcionēšanu, b) kā partneru personības līdzības vai atšķirības ietekmēs laulības funkcionēšanu (Chen et al., 2007; Brock & Lawrence, 2014). Psiholoģiskajā literatūrā tiek minēts, ka vīrieši un sievietes atšķirīgi reaģē uz izmaiņām pāra attiecībās, piemēram, sievietes laulības kvalitāte spēcīgāk ietekmē nekā vīriešus (Kiecolt-Glaser & Newton, 2001; Waite & Gallagher, 2000; Robles, Slatcher, Trombello, & McGinn, 2014; Jen-Hao Chen et al., 2015). Dažos pētījumos diskutēts vai var vīriešu un sieviešu labsajūta vienādi var ietekmēt laulības kvalitāti (Sbarra et al., 2011). Konstatēts, ka vīriešu un sieviešu laulības pielāgošanās, prognozē gan savu un partnera vēlāko apmierinātību ar dzīvi (BE, Whisman, & Uebelacker, 2013). Šajā kontekstā cilvēki, kuri ir precējušies ir veselīgāki un laimīgāki, nekā cilvēki, kuri nav precējušies (Holt-Lunstad, Birmingham, & Jones, 2008; Holt-Lunstad & Smith, 2012). Lai gan laimei un pozitīvajiem afektiem nav identiskas konstrukcijas, tās ir cieši saistītas (Diener & Diener, 1996).

Viens no faktoriem, kas nosaka labas laulības iznākumu ir emociju savaldīšana, kam ir ļoti nozīmīga sociālā funkcija (Eisenberg, Hofer, & Vaughan, 2007; Levenson, Haase, Bloch, Holley, Seider, & Thompson, 1991; Jen-Hao Chen, 2015), kas attiecīgi saistās ar attiecību apmierinātību (Bruto, 2002; Gross & John, 2003; John & Gross, 2004; Lopes, Salovey, Cote, & Beers, 2005; Jen-Hao Chen, 2015). Kad pāri sastopas ar negatīvu emociju notikumiem (dusmas pēc strīdiem, vilšanās, nodevības), viņi bieži nonāk primitīvā izdzīvošanas režīma stāvoklī. Šajā stāvoklī, laulātie atkārtoti mēģina attaisnot savu rīcību, kritizē viens otru nejaukos veidos (Gottman, 1994), negatīvi nosoda viens otru (Bradbury, Fincham, & Beach, 2000) un iesaistās neproduktīvā attiecību risināšanas ciklā (Christensen, 1988; Christensen, A., & Heavey, CL., 1999). Laulāto attiecībām ir būtiska loma psiholoģiskajā un fiziskajā veselībā (Fincham & Beach, 2002) un piedošana šādās attiecībās var nodrošināt iespēju.

Attiecību uzturēšanas riskus var izsaukt konfliktu pārraudzīšana (McGonagle & Schilling, 1992; Brock & Lawrence, 2014), naidīgums un kritika (Rehman, Gollan, & Mortimer, 2008; Brock & Lawrence, 2014); psiholoģiskā un fiziskā agresija (Lawrence, Yoon, Langer, & Ro, 2009; Brock & Lawrence, 2014). Nozīmīgs ir partnera atbalsts, it sevišķi, brīdī, kad viens partneris izjūt nepieciešamību pēc atbalsta un tas netiek sniegts (Barry, Bunde, Brock, & Lawrence, 2009; Brock & Lawrence, 2014); neatbilstība starp vēlamo un saņemto atbalsta līmeni (Dehle, Larsen, & Landers, 2001; Brock & Lawrence, 2014). Attiecībās ir nozīmīga emocionālā intimitāte, to negatīvi ietekmē: intimitātes

neesamība attiecības (Horvica, McLaughlin, & White, 1998; Brock & Lawrence, 2014); mazāk simpātijas un neapmierinātība ar laiku, kas tiek pavadīts kopā ar savu partneri (Hautzinger, Linden, & Hoffman, 1982; Brock & Lawrence, 2014). Kontroles dinamika: nestabils varas sadalījums attiecībās (Hautzinger et al., 1982; Brock & Lawrence, 2014), savu personu tiesību pārkāpums (Smoleń, Spiegel, & Martin, 1986; Brock & Lawrence, 2014).

*Piedošanas jēdziens.* Piedošanu definē kā gribasspēka izmaiņas, lai atbrīvotu personu no naidīgas uzvedības pret pāridarītāju un uzskata piedošanu par brīvprātīgu procesu, kas parasti prasa drosmi un gribu (DiBlasio & Proctor, 1993; Worthington, 2005). Piedodot ir jāatmet aizvainojumu pret pāridarītāju, tostarp, pārvarot emocionālo aizvainojumu. Piedošana ir iespējama tikai komunikācijas rezultātā, kurā ir notikusi viena subjekta apvainošana vai sāpināšana, tādā veidā radot konfliktsituāciju, bet cietušais subjekts ir izdarījis pretimnākošu soli, lai situāciju izmainītu (McCullough, 2001). Pētnieki piedošanu definē kā motivācijas izmaiņas, kad indivīdiem nav motivācijas atriekties un uzturēt atsvešināšanos no attiecību partnera, kas ir aizvainojis, savukārt ir motivēti izlīgt un izrādīt labvēlību pāridarītājam par spīti pāridarījumam (McCullough & Worthington, 1999). Psiholoģiskajā literatūrā tiek aprakstīta kā notiek piedošana, kad indivīds pieņem lēmumu piedot brīvprātīgi (Fitzgibbons, 1986), samierinoties ar pagātni un atbrīvojoties no nepieciešamības pēc atriebības, no rūgtuma un aizvainojuma (DiBlasio & Protector, 1993) un atsakoties no tiesībām sodīt pāridarītāju (Pingleton, 1989). Džeimss Maknultijs (McNulty, 2011). Pētījumā, kurā piedalījās precēti pāri, nonāca pie secinājuma, ka partnera aizskaršana var novest pie neapmierinātības ar laulību, paaugstinoties šķiršanās riskam (McNulty, 2008; Wohl & Thomson, 2011).

*Piedošanas motivācija.* Piedošana var atjaunot attiecības. Finčmans pierādīja, ka sievietes, kas ir precējušās, ir saistītas ar labvēlīgāku konfliktu atrisināšanu, nekā neprecējušās (Fincham, Beach, & Davila, 2004). Fīnells (Fenell, 1993) atklāja, ka piedošana un tās saņemšana ir viens no svarīgākajiem faktoriem, kas veicina apmierinātību ar laulību. Lai piedošana īstenotos, ir svarīgi vai partneris ir apmierināts ar attiecībām (Fincham, 2000). Ir zināmas divas piedošanu tipoloģijas, kas ņem vērā piedošanas motīvus (Wade & Worthington, 2003). Pirmā piedošanas motīvu tipoloģija izstrādāta, pamatojoties uz pētījumu par šķirti pāriem, izvirzot trīs piedošanas motīvus: izdevīguma (žēlsirdīga uzvedība kā līdzeklis mērķa sasniegšanai), lomu gaidas (piedod, jo sabiedrība, ģimene, vai baznīca sagaida to) un patiesā (piedod, dēļ iekšējās morāles principiem), (Wade & Worthington, 2003). Otrā piedošanas motīvu tipoloģija ir darbavides kontekstā. Veiktais pētījums par piedošanu darbavietā izpēta vairākus piedošanu motīvus. Izmantojot kvalitatīvo interviju pieeju pārvadājumu kompānijā, viņi atklāj divus piedošanas motīvus (un vienu motīvu nepiedot), (Wade & Worthington, 2003). Pirmais, cietušie piedeva, jo gribēja mācīties no

pieredzes un koncentrēties uz pozitīvām domām un emocijām. Šis motīvs ir līdzīgs ar patieso motīvu, jo apraksta īstenu piedošanu, kurā upura pozīcijā esošie tiešām vēlas atteikties no negatīvām emocijām. Otrais, cietušie dažreiz piedeva pragmatiski, tas ir, tie saskatīja kādu interesi piedot saviem pāridarītājiem. Līdzīgi kā lietderības motīvs, tiek uzskatīts, ka tas ir saistīts ar aizsardzību par savām interesēm un atsacīšanos no negatīvām emocijām. Motivācija piedot var veidoties, lai saglabātu nozīmīgas attiecības. Piemēram, Akvaino, Grovers, Glomans un Folgers (Aquino, Grover, Goldman, & Folger, 2003) norādīja, ka piedošanai varētu būt nozīmīga loma attiecību uzturēšanai darbavietā.

## **Metodoloģija** *Methodology*

*Pētījuma dalībnieki.* Šī pētījuma dalībnieki bija Latvijas iedzīvotāji (N=300), kuriem ir reģistrēta oficiāla laulība, vecumā no 19-60 gadiem, starp dalībniekiem bija sievietes (N=180) un vīrieši (N=120). M = 39.29, SD = 10.7 Dalībnieki tika atlasīti pēc atbilstības, pieejamības un brīvprātības principa. Oficiāli reģistrētas attiecības kā kritērijs tika izvēlēts, jo vairāki pētījumi uzsver, ka tas ir veids, kā izpaust to, ka cilvēks nopietni uztver šīs attiecības un , ka tas ir, solis pretī kopīgai ģimenes izveidei (Harway, 2005; Holman, 2002; Nichols, 2005, kā minēts Gordon, Temple, & Adams, 2005).

*Instrumentārijs.* Lai noteiktu laulāto pāru apmierinātības līmeni ar partnerattiecībām, respondenti aizpildīja testu “Pāru apmierinātības indekss (CSI)” (*The couples satisfaction index (CSI) Funk, J.L. & Rogge, R.D. (2007)*) Tests tika tulkots no angļu uz latviešu valodu. Oriģināla CSI testam ir augsta ticamība (ticamības koeficients ir 0.98). Nav ziņu par šī testa adaptāciju Latvijā, tāpēc, lai pārlicinātos par latviešu valodas testa iekšējo saskaņotību, tika veikta ticamības koeficienta aprēķināšana. Iegūtais rezultāts bija 0,97, kas nozīmē, ka ticamības koeficients ir augsts un iegūtie aprēķini būs statistiski nozīmīgi. Otrs tests, kas tika dots respondentiem aizpildīšanai ir “Ar pāridarījumu saistītas starppersonu motivācijas aptauja (TRIM-18-LV)” – 18 apgalvojumu versija (*Transgression-Related Interpersonal Motivations Inventory (TRIM-18); McCullough et al., 1998; McCullough, Root, & Cohen, 2006; adaptāciju latviešu valodā veica Saiva Brūdere-Ruska un Viktorija Perepjolkina, 2012*). Šis tests ietver trīs skalas: izvairīšanās, atriebības un labvēlības skalas. TRIM-18-LV versija uzrāda labus iekšējās saskaņotības rādītājus: izvairīšanās skalai  $\alpha = 0,86$ , atriebības skalai  $\alpha = 0,84$  un labvēlības skalai  $\alpha = 0,85$ .

*Procedūra.* Pētījums tika veikts Latvijā. Respondenti aptaujas anketas aizpildīja individuāli, rakstiskā veidā. Dati tika ievākti laika posmā no marta līdz septembrim. Ar SPSS 20 programmas palīdzību tika veikta aprakstošā statistika, kura noteica ekscesa un asimetrijas koeficientus, kas atbild par izlases atbilstību

normālam sadalījumam. Ar programmas palīdzību tika aprēķināts arī Spīrmena koeficients, lai noteiktu sakarību starp abu izmantoto instrumentu skalām un tika veikta arī dispersiju analīze, lai pārbaudītu vai demogrāfiskajiem datiem ir ietekme uz aptaujas datiem. Izlase tika sadalīta divās grupās vīrieši, sievietes, lai pārbaudītu, vai ir atšķirības starp abu grupu korelācijām.

*Datu apstrāde un analīze.* Ievāktu datu apstrādei tika izmantota SPSS datu apstrādes programma 20.0 versija, kas palīdzēja izpētīt vai vērojamas sakarības starp apmierinātību ar laulāto attiecībām un piedošanas motivāciju, kā arī veikt aprakstošās statistikas mērījumus.

### **Pētījuma rezultāti un diskusija** *Research results and discussion*

Tika aprēķināts Spīrmena korelācijas koeficients laulātajiem apmierinātības ar attiecībām iegūtie rādītāji ar starppersonu motivācijas aptaujas rādītājiem trijās apakšskalās: Izvairīšanās, Atriebības un Labvēlības.

#### *1.tabula. Spīrmena korelācijas koeficienti starp piedošanas skalām un apmierinātību ar laulāto attiecībām*

*Table 1 Spearman correlation coefficients between forgiveness scales and satisfaction with spousal relationships*

Mainīgie lielumi	1	2	3	4
1.Izvairīšanās	--			
2.Atriebība	-0,75**	--		
3.Labvēlība	-0,75**	-0,68**	--	
4.Apmierinātība	-0,57**	-0,49**	0,66**	--

Piezīme. N = 300. \* p < 0,05, \*\* p < 0,01

Atbildot uz pirmo pētījuma jautājumu “Vai ir saistība apmierinātības ar attiecībām un piedošanas motivācijas apakšskalās rādītājiem”, tika konstatēts aprēķinos ar Spīrmena korelācijas koeficientu, ka starp visiem rādītājiem ir ciešas korelācijas (skat. 1.tabulu).

Lai atbildētu uz otru izvirzīto jautājumu “Vai demogrāfiskās aptaujas datiem ir ietekme uz CSI un TRIM-18 skalās datiem”, tiek aprēķināta dispersijas analīze (skat. 2.tabulu). Dispersiju analīzes rezultāti nav statistiski nozīmīgi, tie izskaidro tikai 1% kopīgo dispersiju, par ko liecina determinācijas koeficients 0,010. Kā izriet no 2. tabulā redzamiem rezultātiem, ne izglītībai, ne laulības stāžam, ne arī tas vai ir vai nav bērni savstarpējā mijiedarbībā atkarīgos mainīgos, proti, CSI un TRIM-18 skalās datus neietekmē (p > 0,05).

2.tabula. *Izglītība, laulību stāža un bērnu ietekme uz Apmierinātību ar laulību un piedošanas skalām*Table 2 *Education, marital record, and child influence on Satisfaction with Marriage and Forgiveness Scales*

Neatkarīgais mainīgais	Atkarīgais mainīgais	df	F	p-vērtība
Izglītība	Apmierinātība	3	0,63	0,59
	Izvairīšanās	3	0,29	0,82
	Atriebība	3	0,20	0,89
	Labvēlība	3	1,00	0,39
Laulības stāžs	Apmierinātība	5	0,58	0,71
	Izvairīšanās	5	0,50	0,77
	Atriebība	5	0,56	0,72
	Labvēlība	5	0,83	0,52
Bērni	Apmierinātība	1	0,16	0,68
	Izvairīšanās	1	0,33	0,56
	Atriebība	1	0,32	0,56
	Labvēlība	1	0,07	0,78

Determinācijas koeficients = **0,010**

Piezīme. N = 300. Izglītība – 1) Vidējā/Speciālā 2) Bakalaura 3) Maģistrs 4) Doktors, Laulību stāžs 1) 0-3 gadi 2) 3-5 gadi 3) 5-10 gadi 4) 10-15 gadi 5) 15-20 gadi 6) 20-vairāk gadi un Bērni 1) Ir 2) Nav

Lai atbildētu uz trešo izvirzīto jautājumu, vai sadalot izlasi divās grupās pēc dzimuma, parādīsies rādītāju atšķirības sievietes un vīriešu grupu rezultātiem. Tika veikts Mann-Whitney tests.

3.tabula. *Atšķirību noteikšana starp dzimumiem, CSI un TRIM-18 testa skalām*  
Table 3 *Gender differences in CSI and TRIM-18 test scales*

	Apmierinātība	Izvairīšanās	Atriebība	Labvēlība
Mann-Whitney U	10607,000	10757,000	10563,500	9030,000
p - vērtība	0,793	0,953	0,746	0,016

Piezīme. Grupas: Dzimums (Sieviete N=180, Vīrietis N=120)

Kā redzams 3.tabulā trīs no četrām skalām neuzrāda atšķirību pēc dzimumiem, tikai Labvēlības skalas rādītājam ir statistiski nozīmīga atšķirība, jo  $p < 0,05$ .

*Pētījuma ierobežojumi.* Kā vienu no ierobežojumiem var minēt mazo pētījuma grupu tāpēc iegūtie rezultāti nav attiecināmi uz populāciju kopumā. Jāņem vērā, ka iegūtos pētījuma rezultātus varēja ietekmēt arī situatīvie faktori, piemēram, aizpildot respondentiem anketu viņiem nepatīkamā dienā, varēja iegūt negatīvākus rezultātus kā ir patiesībā un otrādi. Pētījumā izmantotas pašnovērtējuma metodes. Nevar izslēgt, ka varbūt kāds no respondentiem ir sniedzis sociāli vēlamās atbildes, kaut gan šo faktoru varēja mazināt aptauju

anonīma aizpildīšana. Ieteicams ņemt vērā pāru veselības stāvokli, jo vairāki pētījumi liecina par saslimšanas riskiem nepiedošanas rezultātā, kas liecina, ka nespēja piedot, var būt veselības ietekmētāja.

### **Secinājumi** **Conclusions**

1. Atbildot uz pētījuma jautājumu “Vai ir saistība laulāto piedošanas motivācijai ar apmierinātību ar attiecībām”, ciešie korelācijas koeficienti parāda, ka palielinoties labvēlībai pret pāridarītāju, palielināsies arī apmierinātība ar attiecībām, un palielinoties atreibībai un izvairīgumam pazemināsies apmierinātība ar attiecībām.
2. Atbildot uz otro pētījuma jautājumu, “Vai demogrāfiskajiem rādītājiem ir ietekme uz CSI un TRIM-18 skalas rādītājiem?”, var teikt, ka nav ietekme tādiem rādītājiem kā izglītībai, laulības stāžam un bērnu esamībai vai neesamībai.
3. Atbildot uz jautājumu “Vai ir novērojama atšķirība pēc dzimuma saistībā ar CSI un TRIM-18 skalas rādītājiem?”, var teikt, ka TRIM-18 apakšskalai Labvēlība, tika novērota atšķirība pēc dzimuma grupās, pārējās apakšskalās atšķirības netika novērotas, un apskatot iegūtos rezultātus, var secināt, ka augstāki labvēlības rādītāji ir sievietes grupā, bet zemāki ir vīriešu grupā. Pētnieki atzīmē, ka tieši labvēlīguma izrādīšana pret partneri, kurš ir pāridarītāja lomā, iespējams pieaugt attiecību kvalitātei. Šajā pētījumā pēc iegūtajiem CSI aptaujas rezultātiem apmierināti ar savu laulību ir 204 no 300 respondentiem, un pēc TRIM aptaujas rezultātiem var secināt, ka respondentiem ir tendence izturēties labvēlīgi pret pāridarītāju un izvairīgi, bet atreibīgi izvēlās izturēties mazākā daļa no respondentiem.

### **Summary**

The purpose of the study was to investigate whether there is a relationship between motivation for forgiveness and satisfaction with partnership. The research carried out reflects the general tendencies that characterize the motivation for forgiveness and its impact on the couple's relationship. Before we can talk about the motivation for forgiveness, one must first understand the role of resentment in couples' relationships. Nowadays, most people no longer regard marriage as an obligation. It is a voluntary choice in Latvia, which indicates love and desire to spend life with this person. In this context, marital satisfaction becomes a major factor that strongly influences both quality and stability in marriage (Sternberg & Hojjat, 1997). In the research conducted, motivation for forgiveness has a relationship with spouse satisfaction with the relationship, negative indicators like retaliation and avoidance lower satisfaction with the relationship, and positive indicators as a favor to the offender increase satisfaction with the relationship. The motivation for forgiveness is definitely one of the factors that can improve relationships.

The study was attended by 300 married respondents: 180 women and 120 men ( $M = 39.29$ ,  $SD = 10.7$ ). Groups were matched according to the following criteria: age (19-60 years); married. To measure motivation of forgiveness, an interpersonal motivation survey related to abuse was used: the version of 18 statements (Transgression-Related Interpersonal Motivations Inventory; TRIM-18; McCullough et al., 1998; McCullough; Root & Cohen, 2006; adaptation in Latvian by S. Brudere -Ruska and V. Perepjolkina, 2012) and couples' satisfaction index (CSI) Funk, J.L. & Rogge, R.D. (2007) was used to measure couples' satisfaction. The study raised the question of whether there is a relationship between the motivation for forgiveness and the satisfaction of the spouses with the relationship? There were statistically significant positive correlations between forgiveness and satisfaction, which indicates that increasing rates of forgiveness increase satisfaction rates, and a negative close correlation was obtained by avoiding and retaliation for forgiveness, indicating that, as these scales increase, they will decrease satisfaction. Most respondents of the study against their partner, who is the abuser, are showing signs of grace that can be seen in the results of this research. The results of the study are consistent with similar studies previously conducted and confirm the relationship of forgiveness motivation to relationship satisfaction.

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# **EXPRESSIVE THERAPIES CONTINUUM-INFORMED EVALUATION OF THREE RESOURCE-ORIENTED RECEPTIVE AND ACTIVE MUSIC THERAPY TECHNIQUES IN CANCER PATIENTS IN PSYCHOSOCIAL REHABILITATION PROGRAMME**

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**Abstract.** *Expressive Therapies Continuum (ETC), a model posed by Lusebrink and widely used in arts therapies, stipulates that human being is perceiving the world and processing the information in three modes – motion (kinesthetic-sensory perception), emotion (perceptual-emotional perception) and thought (cognitive-symbolic perception), and that optimally functioning person can freely function in all the modes, can slide between the poles of each of the mode and can integrate the elements from various modes and poles. And vice versa - difficulty or inability to function or being stuck in certain modes, can indicate to malfunction and even psychopathology. If that is the case - purposeful integration of various functions by offering expressive activity promoting utilisation of various functions of the ETC, can promote the optimal functioning. In order to find out the capacity of the three resource-based music therapy activities – 1) receptive music therapy activity, 2) semi-structured musical improvisation, 3) song-writing activity - to stimulate the utilisation of specific levels and polarities of the ETC, participants (n=24 cancer patients participating in the psychosocial rehabilitation programme) were asked to assess the elements of the ETC they applied while executing each of the activities. Results of the study show that during the receptive music therapy activity participants mostly used the affective, symbolic and sensory function, during the song-writing activity the mostly used all ETC functions except for sensory, but musical improvisation provoked application of all the ETC functions, and therefore turned out as ultimate activity, capable of integrating all the modes of perception and information processing.*

**Keywords:** *Expressive Therapies Continuum; music therapy, cancer patients.*

## **Introduction**

Objective of this research, being part of the doctoral thesis by Jana Duhovska, is to provide analysis of the three resource-oriented music therapy

techniques – receptive music therapy activity with imagery, semi-structured musical improvisation and a “new lyrics to the old song” technique - to identify the potential of each of the above mentioned for stimulating the artistic expression of the individual at the particular, or various, levels and their polarities of the Expressive Therapies Continuum (ETC) - the theoretical framework that posits that expression and the application of media and techniques in arts therapies, including music therapy, can be seen as taking place on either of the four different levels: kinesthetic/sensory, perceptual/affective, cognitive/symbolic, as well as creative level or vertical axis intersecting the horizontal levels and possibly presenting at any level or representing the integration of functioning from all levels (Lusebrink, 1990). According to the Lusebrink (1990), optimally functioning individual can freely function in all the levels, is able to move between the levels and slide between the poles of a specific level and has a capability to integrate the elements from various levels. And vice versa - difficulty or inability to function in certain levels or being stuck in certain levels or extreme polarities of any level, can indicate to malfunction and even psychopathology. If that is the case - purposeful integration of various functions by offering expressive (here – music-based) activity promoting utilisation of various functions of the ETC, can promote the optimal functioning.

This leads to the goal of the research – amongst the three mentioned, to identify the music therapy technique with the largest potential for stimulating and integrating the various levels and poles of the ETC to further the optimal or multi-faceted functioning of the individual, in this case – breast cancer patient undergoing a psychosocial rehabilitation programme.

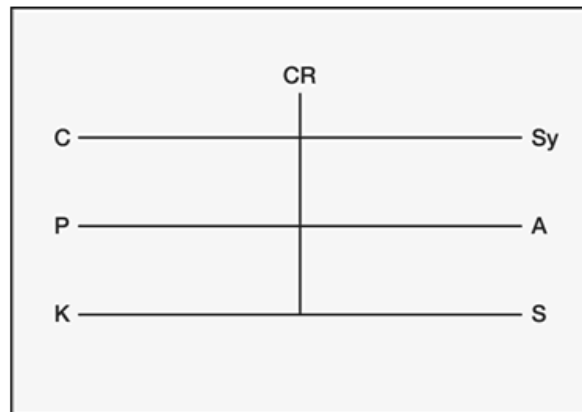
### **Literature review**

The Expressive Therapies Continuum (ETC) was conceptualized in reference to visual expression and it is based on the ideas of art educator Victor Lowenfield, cognitive psychologist Jerome Bruner, investigator of imagery in psychiatry Mardi Horowitz, neuroscientist Joaquin Fuster as well as several pioneers of the art therapy (Hinz, 2009 as cited in Mārtinsone et al., 2013). It provides a framework how individuals interact with experiential and creative activities and offers a hierarchy of information processing and creative expression, ranging from simple sensory and kinesthetic experiences to complex symbolic expression.

ETC (Figure 1) is composed of four levels that encompass six components on three levels: kinesthetic-sensory, perceptual-affective and cognitive-symbolic, and the creative fourth level that crosses these horizontal levels perpendicularly. Each level is described as a continuum having two opposite poles, except for intertwining creative level, which is considered as the synthesis or whole-brain

level (Fernandez et al., 2014) and represents the integration of the functioning from all levels.

Three components also form a developmental hierarchy wherein the individual usually moves from the kinesthetic to the creative level to support the idea of integration as wellness. The three levels are regarded as different from each other, yet they form interconnected systems, and the expression on a particular level of the ETC incorporates the characteristics of a system at a lower level (Lusebrink, 1990).



*Figure 1 Schematic Representation of the Expressive Therapies Continuum*  
(K/S - Kinesthetic/Sensory, P/A - Perceptual/Affective, C/Sy – Cognitive/Symbolic)  
(Lusebrink, 1990).

According to Lusebrink, the sequence of the first three levels reflect mental and graphical development in progression from simple to more complex levels of information processing as person is developing through life. The kinesthetic/sensory level is related to the preverbal experience in toddler age where gathering of information does not require words. Perceptual/affective level corresponds to school age children and formal and affective aspects of information processing. The cognitive/symbolic level, on its turn, takes place starting from adolescence, and operating within this level requires planning and complex cognitive action, but the symbolic component helps to connect to inner experiences (Hinz, 2009). As stated before, expression on a particular level of the ETC incorporates the characteristics of a system at a lower level, hence – optimal and uninterrupted development may result in an individual being able to freely utilize of all the levels and poles of the ETC, and vice versa, and in the case of latter, ETC can be applied both for assessment and therapy planning instrument as the criteria provided within the framework provide a rather clear information to identify:

- 1) the predominance of one or more levels of ETC, therefore revealing the individual's strengths (or lack of difficulty, and of pathology) that can

serve as an entry point or the secure base to start the therapy from or to return to when processes become too challenging,

- 2) the missing levels or poles, therefore revealing the individual's deficits that could or should be elaborated during the therapeutic process to attain more optimal functioning.

As to the planning of the therapy process, Lusebrink (20014, 2010) points out that, depending on the needs and pathology of the individual, treatment can include either stepwise bottom-up or top-down transitions between the ETC levels or horizontal transformations with each level, and, to attain the optimal functioning characterized by flexible and versatile activity, purposeful integration of various ETC functions can be successfully organized via artistic activities, e.g. techniques based on music – be it listening, free play or structured activity.

Nevertheless the fact that ECT was originally designed and described within the visually-plastic art (therapy) setting, the application of the model – both assessment-wise as well as for the purposes of planning of the therapy - can take in other modalities of art, including music (Lusebrink, 1992). According to Lusebrink and authors that have further explored application of the ETC to music therapy (Duhovska, Lusebrink, & Mārtinsonsone, 2018), in music therapy expression of creating sounds by beating various objects and instruments such as drums occurs in kinesthetic level. Auditory as well as tactile stimulation and sensory responses to sounds and/or playing itself or singing occurs at sensory level. The temporal sequence of music organization contributes the exposure of perceptive level, while expression of senses and mood with sounds emphasizes efficacy at affective level. Cognitive level draws attention to the structure of music, as well as to organized musical group activities whereas on the symbolic level attention is focused to the personal symbolic identification with music as well as improvisation on memories, images and emotional states (Lusebrink, 1992; Duhovska, Lusebrink, & Mārtinsonsone, 2018). For detailed information about each of the levels and their specific traits in music therapy see Table 1.

To summarize the contents of the chapter, ETC stipulates that human being is perceiving the world and processing the information through seven functions: kinesthetic/sensory, perceptive/affective, cognitive/symbolic, and creativity, and optimally functioning person can utilize all these aspects. Applied during assessment, ETC framework helps to identify the missing levels or poles, therefore revealing the individual's deficits that could or should be elaborated during the therapeutic process to attain more optimal functioning. Artistic activities, here – music-based activities – provide grounds for purposeful integration of various ETC functions to be developed according to the needs of the individual.

*Table 1 Overview of the ETC levels  
(summarized from Duhovska, Lusebrink, & Mārtinsone, 2018)*

<p><b>CO &gt; Cognitive:</b> reasoning, planning, systematizing, verbalizing, consecutive operations.  <u>In music:</u> complex activities - coordinated, planned group work, song writing.  <u>Pathology:</u> thematic or conceptual disintegration and inconsistency, chaos in thinking.  <i>Keywords: logical, categorizing.</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>C –Creative:</b> An integrative element of levels and poles, an indication that a person is prone to recovery, growth, self-actualization. <i>Keyword: freedom.</i></p>	<p><b>Sy &gt; Symbolic:</b> intuition, abstract and symbolic thinking, images, metaphors, intuitive conceptualization.  <u>In music:</u> free improvisation on a topic, using existing images or creating them as a result of improvisation  <u>Pathology:</u> excessive focus on symbolism, giving symbolic meaning to each event and element.  <i>Keywords: intuition, autobiographical sources, identification.</i></p>
<p><b>P &gt; Perceptive:</b> structure, shape, sequence, background and foreground, rhythm, recurrence, concentration towards result.  <u>In music:</u> completeness of motifs, melodies, distinction between background and soloist.  <u>Pathology:</u> excessively rigid forms, repetition of forms, excessive detail.  <i>Keywords: control, regulation.</i></p>		<p><b>A &gt; Affective:</b> exploration and release of emotions, loss of control, concentration towards the process.  <u>In music:</u> use of voice or instrument to express emotions.  <u>Pathology:</u> excessive emotionality, uncontrolled expression and inability for any structure or melody; chaos, also – inconsistency between the content and expression  <i>Keywords: being carried away</i></p>
<p><b>K &gt; Kynesthetic:</b> action, tension, tempo, energy, physical release, effort, simple movements.  <u>In music:</u> utilisation of instrument or voice in a «physical» way – singing with force/pressure or as whispering, playing with force or gently.  <u>Pathology:</u> apparent lack of energy or overly excited, agitated activity that results in damage to art materials (incl. musical instruments) or the personal boundaries of others.  <i>Keywords: release of energy, physicality.</i></p>		<p><b>S &gt; Sensory:</b> sensations – in fingers and palms while touching objects, smell, hearing. Artistic expression as getting ones’ attention towards bodily sensations.  <u>In music:</u> hearing, sensing the air traveling via voice cords, different sensations while touching instrument with palm, stick, fingertips  <u>Pathology:</u> excessive focus on the senses and prolonged, deep immersion in sensory research  <i>Keywords: sensing here and now.</i></p>

## Methodology

Breast cancer patients (n=24, interval 47-61, Me = 60), working in four groups, were receiving music therapy during a psychosocial rehabilitation programme that comprised complex approach, including sports, education and psychosocial support. Music therapy part of the programme, being part of the psychosocial support module, consisted of four 90-minute sessions, and was designed to address the state anxiety, emotion regulation and overall psychological quality of life issues for participants to be able to return to employment and to gain active position after the treatment.

Amongst the others, participants experienced three music based activities, that were later analysed in relation to the research questions:

- 1) receptive music therapy activity with imagery – listening to light, relaxing music with nature sounds and being encouraged to daydream, visualize,
- 2) semi-structured musical improvisation - playing a group improvisation with semi-fixed contents as group was instructed about a specific story – imaginary material derived during the 1) activity – to musically improvise about,
- 3) “new lyrics to the old song” technique – creating new lyrics to a well-known folk melody, the new lyrics were instructed to be covering the collaboration experience in group.

In order to identify the music therapy technique with the largest potential for stimulating and integrating the various levels and poles of the ETC, participants were asked to rate the top three functions of the ETC that were utilized during each of the activities, and to allot:

- 3 points to the function that was utilized most frequently and intensely,
- 2 points to the function that was used quite prominently,
- 1 point to the function that was less, but definitely present.

The rating process was organized in two rounds:

- 1) at first, the participants were doing their individual work – they received worksheets with an ETC scheme and notes explaining the contents of each of the ETC levels and poles in plain language. Then, utilizing post-it notes to rate the top three functions, participants did their rating individually,
- 2) after that, participants approached the larger poster with an ETC scheme and *copied* their individual scores to the joint poster.

Researcher then counted the points allotted to each of the function for each of activity, summarized the results and finished with a group discussion to provide

an opportunity not only to score, but also to (qualitatively) describe the specific experience.

### Research results and Discussion

During the receptive music therapy activity with imagery – listening to light, relaxing music with nature sounds and being encouraged to daydream and visualize, top functions of the ETC utilized by participants were affective and symbolic (as predicted), and also sensory function, describing the experience of visualisation and relaxation as rather bodily, and not only in terms of relaxing ones’ body, but also in experience that might be considered as a result of integration of sensory, affective and symbolic function, such as: “feeling of warmth from outside [like lying in the sun]”, “feeling my skin glowing”, “sensing the chill of the wind and leaning shadow of trees”, “feeling like melting with the soil”, “extreme support and grounding, getting strength from the living world”.

Table 2 Top 3 ETC functions for receptive music therapy activity with imagery

CO > Cognitive = 20 POINTS (4)	C > Creative	Sy > Symbolic = 32 POINTS (3)
P > Perceptive		A > Affective = 54 POINTS (1)
K > Kynesthetic		S > Sensory = 38 POINTS (2)

Looking at the semi-structured musical improvisation – there were all the six elements of the ETC utilized within this activity (Table 3), the most prominent of them being affective, symbolic and perceptive functions, but also the other elements in somewhat notable proportion. This technique was described by participants as “magical” and “life affirming”, and participants demonstrated ability to rich symbolic functioning, e.g. referring to percussion folk instrument *trejdeksnis* as strong, stately lady, *kokle* as dawn, *zvongo* as space and universe, conga as war and conflict, wind chimes as light wind, and so on.

Participants also referred to the perceptive function – need for the start and end for the improvisation, need for distinguishing between melody and background as well as need to be present, to fit in the overall story, also – fear of the [musical] chaos and cacophony.

If compared with the other activities analysed during this research, this activity demonstrated itself in the most powerful manner, and part of the success could also be due to the link with the listening activity: participants played the story owned by themselves, and could continue journey that was started during the receptive music therapy part. As well, receptive music therapy task had



provided great grounds for further grow - with the sense of “feeling powerful and [finally] well in ones’ body”, it had also promoted the feeling of “strength that is within and can be turned on as soon as it is needed”.

*Table 3 Top 3 ETC functions for musical improvisation*

CO > Cognitive = 14 POINTS	C > Creative	Sy > Symbolic = 32 POINTS (2)
P > Perceptive = 22 POINTS (3)		A > Affective = 44 POINTS (1)
K > Kynesthetic = 16 POINTS		S > Sensory = 16 POINTS

Referring to the “new lyrics to the old song” technique, the participants used all ETC functions except for sensory (Table 4), focusing not only on the cognitive and perceptive functions (as expected), but also on the affective pole, being characterized by themselves as “joy for collaboration, sadness that programme has come to an end, pride for daring to participate, caring about supporting peer ideas”.

*Table 4 Top 3 ETC functions for “new lyrics to the old song”*

CO > Cognitive = 60 (1)	C > Creative	Sy > Symbolic = 12
P > Perceptive = 39 (2)		A > Affective = 29 (3)
K > Kynesthetic = 4		S > Sensory

## Conclusions

The Affective and Symbolic component has been present to a significant extent in the realization of each of the activities, but in general it is possible to identify target areas that are more specific to each activity:

1. Receptive music therapy technique can be targeted towards activation of images, emotions, senses (symbolic, affective, sensory),
2. Musical improvisation: ultimate, the most potent activity with the potential to stimulate all functions of the ETC and promote integrated functioning, if linked with personal contents or source,
3. “New lyrics to the old song” technique: reasoning, systematizing, putting into order (cognitive, perceptive, affective).

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# THE PSYCHOLOGICAL IMPACT OF CHANGING HABITS IN CONTEMPORARY COMMUNICATION ON EDUCATION PROCESSES

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**Abstract.** *Education is beginning to undergo enormous change due to changes in communication habits driven by the widespread availability of digital technology. Research has found significant differences between generations that recently inhabited our society in relationships with digital communication. This semi-structured qualitative pilot study was designed as research to determine what differences existed between generations in education settings surrounding their preferred communication methods. The research for this study framed around the following three questions: (a) Are there differences in preferred methods of communication-based on generational classification? (b) Is there any difference in the use of technology as a socialization instrument between generations? (c) Is there a difference in the perceived quality of intermediate and indirect communication? A focused semi-structured interview created to determine how much of the daytime different generations spend on intermediate and indirect communication and how the quality is perceived. The results of the study from 450 samples from three generations demonstrate differences between the students and teacher perception of communication.*

**Keywords:** *communication, generation, technology.*

## Introduction

The new technologies are now changing not only the role of the learner and the teacher at school, but they also bring about a philosophical change in the teaching approach, transform the classroom and understanding what the education is. When we look at new schools, we can see that the similarities with the traditional school are slowly fading. Much has changed with the advent of modern technology. Although students and teachers use different modern technologies like the Internet and gadgets, research has found meaningful differences between generations in changing habits of contemporary technology-driven communication with the psychological impact on education processes (Oh & Reeves, 2013). Teachers complain that modern students are so accustomed to constant stimuli from smartphone apps and streaming platforms, that they cannot concentrate on class tasks. Teachers often have problems, how to adapt the

traditional curriculum to students raised by technology, and how to communicate with them (Murugesan, 2019). Although the face-to-face interaction with the teacher is still the most critical component in the classroom, the modern communication forms on platforms like YouTube and Instagram more and more introduced in the education process. There is no doubt that our society is moving much faster than in previous years and often children enter the school system with a better understanding of technology than teachers who may result in conflict between generations (Smith, 2006). The differences between generations may set up some unique and sometimes conflicting situations in the education of youth. For example, Boomer parents and Generation X parents have opposing views concerning the education of our children. Generation of Baby Boomers is likely to support education as a social or symbolic cause, while Generation X members will demand the best education for their children (Strauss 2005).

Research has found that generational groups have created their social structure and set of cultural norms that define each generation. One of the unique differences among these generations is the methods they use to communicate (Craft, 2011; Howe & Strauss, 2007). Predominant theories agree that differences exist between generations and that generational cohorts react to each other based on events that have occurred and shaped their lives (Howe & Strauss, 2007). With the technologies present today, the use of face-to-face communication is being replaced by the speed of technology to communicate. The Generation Baby Boomers were born in the adoption of the telephone and were the first generation to experience live news over the television. Generation X was born into the adoption era of the Internet and email when the length of conversations became shorter, but the number of contacts grew larger. Generation Z is supposed to be the first generation of true digital natives.

Studies show that today's young people have access to unbelievably more technology than ever before. Young people prefer to use the Internet for computer games, correspondence and social networking. In America, 92% of young people use the Internet every day, and 24% of young people spend almost all their time on the Internet. On average, in America, young people between the ages of eight and 18 spend an average of 7 hours online (AAP, 2016). Studies show that today's children are familiar with digital devices ahead of books, and trends indicate an increase in their use (Hooft, 2018; Hopkins, Brookes, & Green, 2013). Many tried to attract the popularity of technologies to the development of the child's mental health and well-being. There is a lack of research on the impact of technology on children under the age of eight (Gottschalk, 2019). In recent years, there has been much research exploring the possible links between emotional well-being, mental health and the use of technology in children, particularly concerning brain effects, but these results are unclear (Bavelier, Green, & Dye, 2010; Gottschalk, 2019). Studies often associate the excessive use of technology with inadequate physical

fitness, inadequate behavioural standards, low levels of attention, and psychological problems (Rosen et al., 2014). There is more research on the impact of television on children's speech, cognitive, physical, and emotional development due to the relatively long history of television (Gottschalk, 2019). The studies linked TV with attention-retention problems (Christakis et al., 2004). In a repeated study showed that 10% of children watching TV for 7 hours per day showed to have attention deficit problems and no significant relationship found between watching TV and duration of attention (Foster & Watkins, 2010). Some studies link television viewing to the development of literacy, mathematical, problem-solving, and scientific skills, as well as the promotion of social development in preschool children (Schmidt & Anderson, 2009).

Despite the lack of impact studies, many countries have developed technology guidelines that more often based on prohibition or restriction principles. The American Pediatric Association (AAP, 2016) has developed technology restriction guidelines that advise children under 18 months not to use the technology at all, and allow children under the age of five to use the technology 1 hour per day. The recommended screen time in countries like the US, Canada, Australia is 2 hours for school-age children and adolescents, and in New Zealand for 1 hour, in Germany 30 minutes (Gottschalk, 2019). For example, Google does not allow children and young people to view the YouTube channel until the age of 13 on their phones. In 2019, the Royal College of Pediatrics and Child Health (RCPCH) published a guide for parents and professionals to help limit technology use time. The RCPCH concluded that there is not enough research to prove that technology is harmful to a child, regardless of age. Some research cites a potential "Goldilocks effect" in terms of technology use. Research suggests that moderate engagement in online and digital activities might be beneficial in terms of subjective mental well-being and adolescent connectedness. Thus too much or too little digital activities might be detrimental (Przybylskiand & Weinstein, 2017).

The goal of this study is to state the differences in preferred methods of communication-based on generational classification between three generations. Most typically inhabited in Latvia regional school environment: Baby Boomers (Gen B) which is born ones between 1946 and 1964, Generation X (Gen X) who are born ones between 1965 and 1980 and Generation Z (Gen Z) which are born ones between 1996 and 2010. Data demonstrate (TALIS, 2018) that average age for teachers in Latvia is 48, more than half, 51% - are more than 50 years old, average for school directors is age 54 from which 25% are more than 60 years old, 89% of teachers are female. The purpose of this study was to determine whether generational differences existed in the way each generation uses technology for communication. We created a survey interview instrument to test the difference in the use of communication methods by each generation.

## Methodology

### *Participants*

The study conducted in the frame of a communication course for university students who study to become teachers. The random sampling used with representatives from regional schools in Latvia according to demographic distribution data of gender proportion of teachers (TALIS, 2018). The variable of generations created by coding respondents born between 1954 to 1963 as Gen B, 1964 to 1974 as Gen X, and 2003 to 2005 as Gen Z. Students from Gen Z,  $N=150$ , age 14 to 16 ( $M = 15.02$ ,  $SD = 0.91$ , 50% male), teachers from Gen X,  $N=150$ , age 45 to 55 ( $M = 50.44$ ,  $SD = 2.92$ , 11% male), teachers from Gen B,  $N=150$ , age 56 to 65 ( $M = 60.23$ ,  $SD = 1.81$ , 11% male) were selected.

### *Instrument*

A focused semi-structured interview created to determine how much of the daytime different generations spend on a face-to face communication versus technology-mediated indirect communication and how the quality of the communication process is perceived. The following question included: (a) how much time on communication spent; (b) what are the types of communication; (c) what means of communication are used in direct face-to-face or indirect (Technology mediated communication.); (d) how the quality of communication is perceived. Intraclass Correlation Coefficient ( $ICC=.90$ ) and Kappa ( $k=.71$ ) values for inter-rater reliability were tested and showed good agreement for the instrument. The reliability analysis concluded that the reliability of each question when compared as a whole, yielded reliability ranging from substantial to almost perfect.

### *Procedure and Data Analyses*

Participants recruited in the frame of a communication course for university students who study to become teachers. Data were obtained individually by students interviewing each participant separately. Before the interview, the aims of the study explained, and the ethical aspects of elucidated. Participation was voluntary. Coding respondents created the variables according to generational classification compared to three stated research questions: (a) Are there differences in preferred methods of communication-based on generational classification? (b) Is there any difference in the use of technology as a socialization instrument between generations? (c) Is there a difference in the perceived quality of intermediate and indirect communication? *SPSS* program used and Chi-Square analysis conducted.

### Research results

To answer the question is their differences in preferred methods of communications-based on generational classification, we conducted a Chi-Square analysis. The generational classification compared to question on the most preferred method of communication and significant relationship found between generation and most preferred method of communication,  $\chi^2 (4, N = 450) = 8.9, p < .001$ . The results are shown in Table 1.

To answer the question is there any difference in the generation's use of technology as a socialization instrument, we conducted a Chi-Square analysis. The generational classification compared to question on most used types of communication and significant relationship found between generation and most used types of communication,  $\chi^2 (6, N = 450) = 9.2, p < .001$ . The results are shown in Table 2.

To answer the question is there a difference in the perceived quality of intermediate and indirect communication, we conducted a Chi-Square analysis. The generational classification compared to the evaluation of the perceived quality of communication and we found no significant relationship between generation and evaluation of the perceived quality of communication,  $\chi^2 (4, N = 450) = 1.7, p > .05$ . The results show Table 3.

*Table 1 Generation and Most Preferred Communication*

Generation	N	Most Preferred Communication	
		Face To Face	Technology-Mediated
Gen B	150	81.6%	18.4%
Gen X	150	62.4%	37.6%
Gen Z	150	40.3%	59.7%

*Note.* Percentages calculated by row

*Table 2 Generation and Most Used Type of Communication*

Generation	N	Most Used Type of Communication		
		Personal	Business	Ritual
Gen B	150	43.3%	30.6%	26.1%
Gen X	150	32.2%	42.3%	25.5%
Gen Z	150	75.4%	14.2%	10.4%

*Note.* Percentages calculated by row

**Table 3 Generation and Perceived Quality of Communication**

Generation	N	Communication Type	
		Intermediate	Indirect
Gen B	150	8.2	5.7
Gen X	150	7.9	6.6
Gen Z	150	7.5	7.4

*Note.* Average rating between 1-10

## Discussion

The goal of this study was to state the differences in preferred methods of communication-based on generational classification between three generations – Gen B, Gen X and Gen Z, determine whether generational differences existed in the way each generation uses technology for communication. Three research questions were asked according to the differences in preferred methods of communication, the difference in the use of technology as a socialization instrument and the difference in the perceived quality of intermediate and indirect communication. The results of our semi-structured qualitative pilot study suggest that differences in preferred methods of communication-based on generational classification between Gen B, Gen X and Gen Z exist. Gen Z prefers more technology-mediated communication versus Gen B and Gen X, who prefer more face to face communication. The qualitative analyses of the results reveal differences between Gen B, Gen X and Gen Z in the way they use technology as the socialization instrument. Gen Z preferred face-to-face communication more in business settings but technology-mediated communication in personal settings.

In contrast, Gen B and Gen X revealed the opposite tendency: to use face to face communication in personal settings, but technology-mediated communication in business settings. Outstandingly data demonstrate differences in the types of communication during a typical day between generations. Gen Z most of the communication time use on personal communication and often classroom time, did not recognize as any type of communication, which may be an essential signal for education process organizers. Data analyses reveal trends- as the more younger generation, as lower evaluated the perceived quality of the intermediated communication and higher indirect communication. Overall results demonstrate no significant differences in the perceived quality of intermediated or indirect communication between generations, which challenges the myth between older generations, that the younger generation due to technology-mediated communication may suffer from poor communication processes or skills. The study revealed generational differences in perception of technology and communication process similar to other research data which note the possible



conflict between generations (Smith, 2006; Murugesan, 2019), starting from expectation disagreements (Griskevica, 2017) and opposing views concerning the educational aims and education processes (Strauss, 2005).

### Conclusions

Any progressive school will agree that confining Gen Z to the regimented classroom and chalk-and-talk teaching will lead to futile learning. To keep up with the present generation's learning style, schools have to leverage on technology and different communication style with students. Recent analyses of research data concerning technology impact on development, mental health, well-being and communication skills demonstrate conflicting results and are unclear (Gottschalk, 2019). This pilot study addressed only a small sample of the population and showed just a few prevailing tendencies, but additional research with the larger sample is necessary.

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# ORGANIZATIONAL AND PROFESSIONAL FACTORS OF PERFECTIONISM IN SCIENTIFIC AND PEDAGOGICAL STAFF OF HIGHER SCHOOL

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**Abstract.** *The attention to the study of perfectionism in high school in Ukraine can be explained with modernization and development of Ukrainian higher education, as an access to the European educational research environment. The interest to the perfectionism in scientific and pedagogical staff of high school can be explained by new requirements for professional activity and these factors demand from a teacher of higher school can be an achievement of new standards, obtaining successfully by focusing on avoiding failures. The study is conducted within the pedagogy field. In this article, the author identifies and analyzes the impact of social-demographic factors (such as age, gender, place of residence), organizational and professional factors (such as job experience, academic degree, post, direction of teaching activity, number of students, level of famousness of higher school, level of social-psychological climate etc.). The four manifestations of perfectionism, which are:*

- *Absence of perfectionism - where normal and pathological perfectionism are represented at a low level.*
- *Perfectionism with negative orientation - consists of the respondents with pathological type of perfectionism.*
- *Ambivalent perfectionism - included the respondents in which the pathological and normal types of perfectionism are equally highly represented.*
- *Perfectionism with positive orientation - consists of the respondents with manifestations of normal type of perfectionism.*

**Keywords:** *organizational and professional factors; perfectionism; scientific and pedagogical staff of higher school; teachers; university.*

## Introduction

Perfectionism in personality has been receiving attention in psychology for many years. Such interest to this concept can be explain by an increasing speed of life, a social development, a growing competition, a cult of rationality and a pursuit of excellence. These factors demand an aspiration of the personality towards self-improvement, a faultlessness in everything, an achievement of new heights and setting high performance standards. The perfectionism is quite complicated personal trait, which covers all spheres of human life, especially professional activity.

The interest to the study of perfectionism in scientific and pedagogical staff of high school can be explained by factors such as modernization & development of higher education, access to the Bologna Process and access to European educational research environment, etc. New requirements & standards for professional activity arise before lecturers and professors, so these factors demand from scientific and pedagogical staff of high school an achievement of new heights, a desire to be the best, obtaining success by focusing on avoiding failure.

Hence, the goal of article is to investigate the organizational and professional factors of perfectionism, in scientific and pedagogical staff of higher school and to explore factors. This will have a big influence on the formation of positive and negative perfectionism. The analysis of the obtained results will allow us to compile a program to prevent negative form of perfectionism, as well as the development of positive form of perfectionism in scientific and pedagogical staff of higher school in the future.

### **Literature review**

The analysis of the scientific literature indicates that there are many definitions of perfectionism, but despite multiple studies of this phenomenon, the definition of perfectionism is still open. Based on the analysis of the literature, the definitions of perfectionism should be classified into three approaches.

Perfectionism as *a personality trait*, which is characterized by striving for setting excessively high standards and requirements for performing duties and activities at a higher level than circumstances require, as well as in the pursuit of the impeccable performance of the task, accompanied by tendencies towards overly critical evaluations of one's behavior (Besharata, et al., 2010).

Perfectionism as *a personality disposition*, which is characterized by striving for flawlessness and setting exceedingly high standards, then needed, for performance accompanied by tendencies for overly critical evaluations (Flett et al., 2003).

Perfectionism as *a tool of self-development*, as inner knowing that there is more to life than the mundane, and a desire to create meaning of one's life by doing the best one is capable of doing (Silverman, 2010).

An analysis of the scientific literature shows that the perfectionism has an impact on school settings (Damian et al., 2016; Rice et al., 2016; Stoeber, 2008) and it is emphasized that it has advantages in academic achievements, but disadvantages too. Teachers-perfectionists who combine high performance with flexible standards have more effective study habits and their self-determination is higher (Rice et al., 2016). At the same time, teachers-perfectionists with inflexible standards, striving for high performance, get decreased achievement motivation and decreased academic self-confidence (Rice et al., 2016). This decreasing

achievement motivation can be explained that teachers interpret their high achievement negatively (Damian et al., 2016). They evaluate their work with all-time increasing standards, but at the same time, their achievements stay at the same level, so it is leading to decreased achievement motivation.

### **Methodology**

The research of the organizational and professional factors of perfectionism in scientific and pedagogical staff of higher school was conducted during 2016-2019 within the pedagogy field. 1068 teachers of higher school from different cities and regions of Ukraine took part in our study.

In our investigation, ten different variables of scientific and pedagogical staff of higher school were studied. For convenience, these variables were conventionally divided into two groups: socio-demographic characteristics (an age, a gender, a place of residence) and organizational and professional characteristics (an job experience, an academic degree, a post, a direction of teaching activity, a number of students, a level of famousness of higher school, a level of social-psychological climate).

The findings of the social-demographic variables in terms of age indicate that 24,1% of respondents are up to 35 years old, 25,6% of them are 35-45 years old, 27,1% of them are 45-55 years old, and finally 23,2% of them are more than 55 years old. The findings of the social-demographic variables of sample members indicate that 69,8% of sample members were female and 30,2% were male; 18,2% of respondents are living in the center of Ukraine and 81,8% are living in different regions of Ukraine.

The findings of organizational and professional variables in terms of job experience indicate that 23.5% of respondents have less than 5 years job experience, 27.8% of them have 5-15 years job experience, 24.0% have 15-25 years job experience, and 24.6% of them have job experience more than 25 years. According to the academic degree, the findings of the organizational and professional variables of sample members indicate that 50.6% of sample members were without academic degree, 45.5% were PhDs and 3.9% were Doctors of Science.

The Law on Education (Adopted by the Verkhovna Rada on 5 September 2017) in the chapter "On the Approval of the Qualification Characteristics of the Professions (Positions) of Pedagogical and Scientific and Pedagogical Workers of Educational Establishments" specifies the qualification requirements. According to the Order such posts as an assistant department (Code KII - 2310.2) and a senior lecturer (Code KII - 2310.2) have a higher education at specialist's or/and master's degree level (The Law on Education).

According to the post, the findings of sample members indicate that 27.1% of sample members were Assistants department (in Ukraine it is the lowest post of scientific and pedagogical staff of higher school), 32.5% were senior lecturers, 34.2% were associate professors of the department and only 6.2% were professors of the department.

According to the direction of teaching activity, all respondents were divided into 2 groups: social and humanities - 35.7% and natural sciences and mathematics - 64.3%. The findings of the organizational and professional variables of sample members indicate that 21.8% of sample work directly with less than 20 students, 26.3% work directly with 20-50 students and 51.9% members work with more than 50 students. According to the level of famousness of higher school, the sample members indicate that 6.3% of respondents work at university with low level of famousness, 56.7% with average level of famousness and 36.9% with high level of famousness of higher school. According to the results of the cluster analysis, the correlation of indicators was identified and groups of teachers, depending on the level of social-psychological climate (18.5% - low, 42.4 - medium, 39.1 - high) were selected. The findings are indicated in table 1.

In our study, we used "Differential Test of Perfectionism" (Zolotareva, 2013) for determination the perfectionism in scientific and pedagogical staff of higher school. This test consists of 24 statements, which are equally distributed on two scales "normal perfectionism" and "pathological perfectionism".

"Normal perfectionism" implies a harmonious desire of the person to perfection, which does not conflict with other motives and is based on such parameters as: an ability to get pleasure, an ability to increase self-esteem based on achievements, a hope of success, a capability of light excitement, an easy entry into the activity, a focus on own resources.

*Table 1 Organizational and professional characteristics of sample members*

Organizational and professional characteristics	Groups	Frequency in %
Job experience	Up to 5 years	23.5
	5-15 years	27.8
	15-25 years	24.0
	Over 25 years	24.6
Academic degree	Without academic degree	50.6
	PhD (Candidate of Sciences)	45.5
	Dr. (Doctor of Science)	3.9
Post	Assistant department	27.1
	Senior lecturer	32.5
	Associate professor of the department	34.2

	Professor of the department	6.2
Direction of teaching activity	Social and humanities	35.7
	Natural sciences and mathematics	64.3
Number of students, the teacher directly works with	Up to 20 students	21.8
	20-50 students	26.3
	Over 50 students	51.9
Level of famousness of higher school	Low	6.3
	Average	56.7
	High	36.9
Level of social-psychological climate	Low	18.5
	Average	42.4
	High	39.1

“Pathological perfectionism” implies the desire of a person for an ideal, perfect result. It is based on the following parameters: inadequately overestimated assessment of one's capabilities, constant dissatisfaction of one's life, disappointment in one's life and oneself, complete rejection of achieving the intended ideal goal, inadequate testing of reality and oneself, feeling of fatigue.

The research data was processed using a parametric and non-parametric package of SPSS 21.0 and Microsoft Excel software.

### Research results and discussion

Using "Differential Test of Perfectionism" (Zolotareva, 2013) we divided respondents into 4 groups according to the levels and forms of perfectionism's manifestation.

The first group, “Absence of perfectionism”, consists of the respondents in which the normal and pathological perfectionism are represented at a low level.

The second group respondents with manifestations of pathological type of perfectionism, and we called it “Perfectionism with negative orientation”. “Perfectionism with negative orientation” occurs when there is an incorrect ratio of perfectionistic tendencies and disproportionate development in which neither the result does not seem perfect to accept it. Outcomes of perfectionism with negative orientation can lead to procrastination, avoidance, slow decision making, stress, burnout, inflexibility, etc. Negative perfectionist is characterized by an irrational mindset, a penchant for self-criticism, a self-blame and accusation of others, reduced ability to search for help, and by the presence of interpersonal problems, maladaptive coping strategies, emotional inadaptation, etc. In addition, complete rejection from achieving the intended ideal goal, as well as inadequate testing of reality and yourself, chronic feeling of fatigue is possible.

The third group included the respondents in which the pathological and normal types of perfectionism are equally highly represented and conditionally

we have called this group “Ambivalent perfectionism”. An ambivalent perfectionist can be defined as person who is driven by fear of failure to strive compulsively toward goals beyond reach and reason but at the same time has an ability to increase self-esteem based on achievements, focus on own resources.

The fourth group respondents with manifestations of normal type of perfectionism, and we called it “Perfectionism with positive orientation”. “Perfectionism with positive orientation” is characterized by a desire for constructive achievements and positive self-esteem. Positive perfectionist gets pleasure from the activity and strives to self-development and to improvement of the results, taking into account his own capabilities and he is capable to accept the boundaries (personal or situational) of his perfection. The findings are indicated in table 2.

The findings of the manifestations of perfectionism in sample members indicate that group 1 (absence of perfectionism) includes 14.2% of respondents, group 2 (perfectionism with negative orientation) – 17.2%, group 3 (ambivalent perfectionism) – 49.4%, group 4 (perfectionism with positive orientation) – 19,1% of respondents.

*Table 2 The distribution of the investigated teachers by manifestations of perfectionism*

Groups of respondents for manifestations of perfectionism	Frequency in %
Absence of perfectionism	14.2
Perfectionism with negative orientation	17.2
Ambivalent perfectionism	49.4
Perfectionism with positive orientation	19.1

According to social-demographic characteristics, in our investigation, the manifestations of perfectionism correlates with the age of respondents ( $p=0.1$ ). It is revealed that the number of teachers with absence of perfectionism or ambivalent perfectionism is increasing with age, while the number of perfectionists with negative and positive orientation is smaller.

In our investigation, at a statistically significance level ( $p<0.01$ ), the relationship between manifestations of perfectionism and the place of respondents' residence was established. It was found that the number of teachers with perfectionism with negative orientation in the regions (17.6%) is higher than in the center (14.8%).

On the other hand, the number of teachers with ambivalence perfectionism is higher in the center (53.4%) than in regions (48.8%) and the perfectionists with a positive orientation in the center (23.8%) are higher than in regions (18.3%). In our opinion, this situation can be explained by the fact that there are more higher education institutions in the center than in different regional and district centers



of Ukraine. That is why teachers have the choice; in addition, they can combine their teaching activities at the main working-place with similar work in other higher schools. In other words, teachers from center are not so “fixated” at their main work as teachers living in regions where there are fewer high schools and these teachers, having fear to lose their jobs, make more requests to themselves for being retained in their workplaces.

According to the organizational and professional characteristics, statistically significant differences in manifestations of perfectionism with job experience were found ( $p < 0.05$ ). In our investigation, teachers with perfectionism with positive orientation become less with the increasing of job experience. Teachers, with job experience 5-15 years, are 25.3%, while teachers who worked over 25 years – only 17.0%. Such data can be explained by exhaustion and burnout (Boswell et al., 2004; Stoeber, 2008). On the contrary, the number of teachers with absence of perfectionism is increasing: 9.3% of teachers with job experience up to 5 years and 14.7% of teachers, who have worked more than 25 years.

In our investigation, the manifestations of perfectionism correlate with the academic degree ( $p = 0.1$ ). It was found that quantity of Doctor of Science with absence perfectionism (16.2%) prevalent, comparing to candidates of science (10.4%). The probable explanation for some Doctor of Science is the fact that, having reached certain scientific achievements, the Doctor of Science are resting on their “laurels”, but this fact needs further investigation. On the other hand, perfectionism with a negative orientation prevails among teachers without academic degree (17.4%) comparing with PhDs (16.4%) and Doctor of Sciences (10.8%). Such data can be explained that teachers without an academic degree are not sure of the stability of the workplace and they start to put higher demands for themselves than circumstances require. In the case of perfectionism with a positive orientation, PhDs (21.9%) dominate than teachers without academic degree (19.1%) and Doctor of Sciences (18.9%).

In our study, at level of tendency ( $p = 0.1$ ), there is a correlation between manifestations of perfectionism and the post of respondents. It is revealed that perfectionism with a negative orientation prevails among the assistant’s department (17.9%), senior teachers (16.8%) and associate professors of the department (16.0%), unlike the professors of the department (10.3%). This may indicate that teachers without an academic degree, who take the post of assistant department and senior lecturer are unsure of the stability of the workplace and make higher requirements than the circumstances require, which in its turn generates perfectionism with negative orientation. In terms of perfectionism with positive orientation, it is dominated at the associate professors of the department (23.6%), senior lecturer (19.8%) and professors of the department (19.0%). Such situation can be explained by the fact that teachers who have worked for quite

long time in higher school have scientific achievements and are more confident in the stability of the workplace.

At level of tendency ( $p=0.1$ ) there is a correlation between the manifestations of perfectionism and direction of teaching activity. It has been found out that quantity of natural sciences and mathematic teachers with positive orientation (21.8%) is bigger than social and humanities teachers (16.7%), but a perfectionism with negative orientation also dominates (17.5% - natural sciences and mathematics and 15.8% - social and humanities). On the other hand, absence of perfectionism at social and humanities teachers prevails (14.5% - social and humanities, 17.5% - natural sciences and mathematics) and ambivalent perfectionism prevails too (53.0% - social and humanities, 49.4% - natural sciences and mathematics). In our opinion, the obtained data can be explained by the specifics of the natural sciences and mathematics direction, which requires from teachers to be more accuracy and meticulousness in contrast to the social-humanitarian direction within which the paradigmatic multiplicity of scientific knowledge is presented.

In our study, statistically significant differences ( $p<0.05$ ) in the manifestations of perfectionism were found, depending on number of students, the teacher directly works with. It was found that the number of teachers with absence of perfectionism and teachers with perfectionism with negative orientation is increasing with the growing number of students. Thus, if the number of students with which the teacher communicates varies up to 20 people, the absence of perfectionism is found in 9.3%, while if the number is more than 50 students, the teacher with the absence of perfectionism is found 14.2%. A similar tendency is found for teachers with a negative orientation of perfectionism. The obtained data for perfectionism with negative orientation, in our opinion can be explained by the fact that the teacher, who works with a large student audience, feels more pressure to satisfy all requirements, to keep the audience, to be interesting for students. The opposite situation there is with ambivalent perfectionism, where the number of teachers increases with the decreasing of student audience (up to 20 students - 58.5%, more than 50 students - 47.4%). It is interesting that the number of students, the teacher directly works with is not important to teachers with a positive orientation. Teachers with a positive orientation are looking for communication with students constructively and qualitatively, regardless of their number.

Our investigation also illustrates that the number of teachers with perfectionism with a negative orientation and ambivalence perfectionism depends on the subjective assessment of the famousness's level of higher school where they work. It was found that the number of teachers with perfectionism with negative orientation is higher in the case of low evaluation of the university and is 27.1% of respondents. However, the number of teachers who rated level of

famousness of higher school as high is only 12.8% ( $p < 0.01$ ). This situation can be explained by the fact that teachers with perfectionism with a negative orientation, who rated the level of famousness of higher school as low, are taken care of this situation, overextending themselves. For teachers with ambivalent perfectionism, the situation is opposite. The number of teachers who evaluate the level of famousness of higher school as low is 33.9%, and high is 52.6% ( $p < 0.01$ ).

The results of cluster analysis at level of tendency ( $p = 0.1$ ) revealed that the number of teachers with absence of perfectionism decreases with the increasing of socio-psychological climate at the chair/department (15.9% - low level of climate, 9.7% - high level of climate). The number of teachers with perfectionism with a positive orientation increases with the increasing of socio-psychological climate at the chair/department (18.5% - low level of climate, 22.5% - high level of climate).

There is an expected tendency that in the case of a good social-psychological climate, there will be more teachers with perfectionism with a positive orientation and fewer with perfectionism with a negative orientation. But this fact was confirmed only for female teachers, where the highest level of perfectionism with positive orientation is fixed at high level of socio-psychological climate. For male teachers, a paradox picture was revealed. By the results of ANOVA, perfectionism with positive orientation is fixed at the lowest level of socio-psychological climate. Instead, it has been found that the highest level of climate correlates with perfectionism with negative orientation (fig.1).

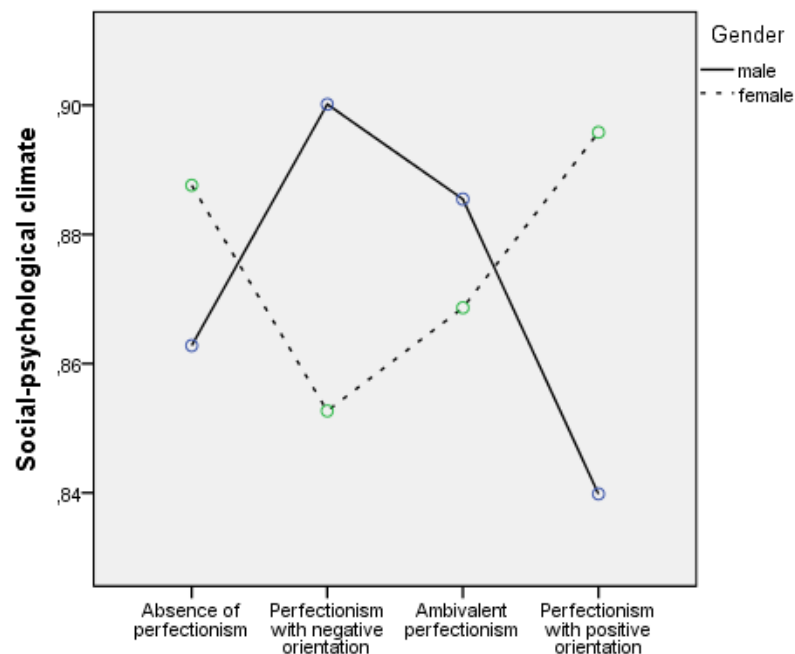


Figure 1 Peculiarities of the manifestation of perfectionism depending on the socio-psychological climate of the organization (based on the results of ANOVA)

Men are characterized by a "fear of failure" in their professional career, in the desire to be a "real" man, to assert themselves. The "fear of failure" is related to the "fear of success" in non-traditional spheres (such as education), especially for highly masculine men (Harvey et al., 2008; Peters et al., 1980). These findings were also confirmed in our study. In this case, fulfilling the gender role for men, will be difficult in all "non-traditional" spheres, is particularly dangerous in pedagogical activity to its specific goals.

These findings require further research and interpretation, and it is worth recalling the fact of gender inequality inherent in Ukrainian society, where the field of education is more typical for women. Accordingly, men in the non-male professional field are more prone to stress, which may affect the adequacy of perceiving reality.

## **Conclusions**

The findings of this investigation shows the impact of social-demographic factors on the manifestations of perfectionism: the number of teachers with absence of perfectionism or ambivalent perfectionism is increasing with age; the number of teachers with perfectionism with negative orientation in the regions is higher than in the center, on the other hand the number of teachers with perfectionism with a positive orientation in the center are higher than in regions.

According to organizational and professional factors, in our investigation it was found that teachers with perfectionism with a positive orientation become less with the increasing of their job experience. PhD teachers with positive orientation perfectionism dominate than teachers without academic degree. It was revealed that perfectionism with negative orientation prevails among the assistants, senior teachers and associate professors, unlike the professors of the department. Quantity of natural sciences and mathematic teachers with positive orientation, as well as perfectionism with negative orientation is bigger than social and humanities teachers. It was found that the number of teachers with absence of perfectionism and teachers with perfectionism with negative orientation is increasing with the growing number of students, at the same time the number of students is of not important to teachers with a positive orientation. Number of teachers with absence of perfectionism decreases with the increasing of socio-psychological climate and number of teachers with perfectionism with positive orientation increases with the increasing of socio-psychological climate at the chair/department.

The prospects for further research will be directed at developing a program for prevention the perfectionism with negative orientation, which are aimed to reduce the level of stress and prophylaxis measures of burnout.

The findings can be useful for developing and improving teacher's efficacy. The suggestions arising from this study are presented with the hope that other researchers will find them interesting enough to pursue in the future, as a research starts where another has ended and ends where another starts.

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# STUDĒJOŠO JAUNIEŠU PSIHOLOĢISKĀ LABKLĀJĪBA, TĀS DEMOGRĀFISKIE UN SOCIĀLIE DETERMINANTI

## *Students' Psychological Well – Being, Its Demographic and Social Determinants*

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**Abstract.** *This scientific paper was created as a theoretical basis for further study of psychological well-being of students at Rezekne Academy of Technologies. The need for such research is justified by recent research in various countries, which shows that the prevalence and severity of mental problems among students is increasing. Overall, these studies indicate that students are increasingly experiencing symptoms of increased anxiety and stress, as well as depression. Thus, the deterioration of students' psychological well-being is a major challenge in today's higher education institutions.*

*The purpose of this scientific paper is to investigate theoretically the essence of student psychological well-being and its social-psychological determinants.*

*Analyzing scientific literature was used as the basic method in writing the article.*

**Keywords:** *students, psychological problems, psychological well-being, six-factor theory, self-determination theory, socio-demographical determinants.*

### **Ievads**

#### ***Introduction***

Šis zinātniskais raksts tika veidots kā daļa no teorētiskā pamatojuma tālākai studējošo jauniešu psiholoģiskās labklājības izpētei Rēzeknes Tehnoloģiju akadēmijā. Šādas izpētes nepieciešamību pamato jaunākie pētījumi (Crudup, 2013; Cvetkovski, Reavley, & Jorm 2012; Larcombe et al., 2016; Leahy et al., 2010; Li & Carroll 2017; Stallman 2010 u.c.) dažādās valstīs, kuri liecina, ka studentu vidū pieaug garīgo slimību izplatība un smagums. Kopumā minēto autoru pētījumi liecina, ka studējošo jauniešu vidē aizvien vairāk tiek konstatēti paaugstinātas trauksmes un stresa, suicidālo ideju, obsesīvi kompulsīvo traucējumu, kā arī depresijas simptomi. Tādējādi studentu psiholoģiskās labklājības pasliktināšanās ir nopietns izaicinājums mūsdienu augstākās izglītības iestādēs.

Šī raksta autora promocijas darba ietvaros no 2009. līdz 2011. gadam tika pētīta Latgales reģiona iedzīvotāju psiholoģiskā labklājība, kura iekļāva arī studējošo jauniešu minētā fenomena izpēti. Tika konstatēts, ka 21% pētījumā iekļauto studentu raksturo zems kopējais agregētais psiholoģiskās labklājības līmenis (Kalvāns, 2013).

Jaunāko citās valstīs veikto pētījumu un teorētisko atziņu analīze, kā arī raksta autora minētā pētījuma rezultāti pamato nepieciešamību veikt studējošo jauniešu psiholoģiskās labklājības tālāku izpēti.

Šī zinātniskā raksta mērķis ir teorētiski pamatot studējošo jauniešu psiholoģiskās labklājības būtību un tās demogrāfiskos un sociālos determinantus, kā arī iespējamos riskus.

Raksta veidošanā kā pamatmetode tika izmantota zinātniskās literatūras analīze.

### **Studējošo jauniešu psiholoģiskās labklājības koncepcija** *The concept of psychological well-being of students'*

Paredzētie studējošo jauniešu psiholoģiskās labklājības empīriskie pētījumi pamatosies uz psiholoģiskās labklājības eidemonisma tradīciju. Šīs tradīcijas ietvaros tika attīstīta K. Rifas Sešu faktoru teorija (*Six-factor theory*) un R. Raiena un L. Deci Pašnoteikšanās teorija (*Self – determination theory*), kas pārstāv mūsdienu psiholoģiskās labklājības teoriju avangardu.

K. Rifa eidemonisma pieeju psiholoģiskās labklājības skaidrojumā izprot kā katra indivīda unikālā potenciāla aktualizāciju, attīstību un pašrealizāciju (Ryff, 2017).

Savā psiholoģiskās labklājības modelī zinātniece *sevis akceptēšanas faktoru* saistīta ar antīko imperatīvu „iepazīsti sevi”, kas nozīmē precīzu un adekvātu savu motīvu, izjūtu un rīcības uztveri. Sevis akceptēšana ir plašāks jēdziens par pašvērtējumu, tas ietver savu īpašību apzināšanos un pieņemšanu, kas ir īpaši aktuāli jauniešu identitātes veidošanās procesā un profesionālajā identifikācijā.

*Pozitīvas attiecības ar citiem* ir faktors, kas paredz baudas gūšanu no siltām, uzticamām attiecībām ar citiem, rūpes par viņiem, spēju uz spēcīgu empātiju, pieķeršanos un tuvību, kā arī kompromisa nepieciešamības izprašanu savstarpējās attiecībās. Tādējādi tuvas attiecības ar citiem ir viens no studējošo jauniešu personības brieduma kritērijiem.

*Personiskā izaugsme* tieši korelē ar pašaktualizācijas konceptu un atbilst Aristoteļa eidemonisma teleoloģiskajai interpretācijai (Ryff, 2017). Šis jauniešu psiholoģiskās labklājības faktors paredz personiskās attīstības un sava potenciāla realizācijas izjūtu, atvērtību jaunai pieredzei, aizvien lielāku sevis pilnveidošanu un savas uzvedības uzlabošanu laika gaitā, kā arī aizvien dziļāku sevis iepazīšanu

un augstāku efektivitāti Minētie personīgā potenciāla realizācijas aspekti ir tieši saistīti ar studiju procesu un studējošā ka nākamā speciālista izaugsmi.

*Dzīves mērķa faktors* skar gan studējošo jauniešu eksistenciālas perspektīvas, īpaši saistoties ar uzskatiem par dzīves jēgu, gan personiskā dzīves skatījuma veidošanos. Kopumā, jauniešu psiholoģiskās labklājības sasniegšanā ir ļoti svarīgi darboties savu personisko mērķu virzienā. Jaunietim jābūt pārliecinātam par savu mērķu svarīgumu un šiem mērķiem jābūt tādiem, kas rada apmierinājumu un baudu, nevis uzspiestiem, un tādiem, kuru sasniegšana palīdz izvairīties no vainas izjūtas un trauksmes (Anic & Tončić, 2013; Viejo et al., 2018).

*Ikdienas prasību īstenošana* K. Rifas teorijā tiek saprasta kā indivīda spēja izvēlēties vai radīt tādus apstākļus, kas atbilst personiskajai būtībai un ļauj efektīvi virzīt savu dzīvi. Šis faktors, studiju procesa kontekstā, paredz studējošā spēju apgūt studiju prasības, kā arī spējas veidot atbilstošu vidi savas garīgās veselības uzturēšanai.

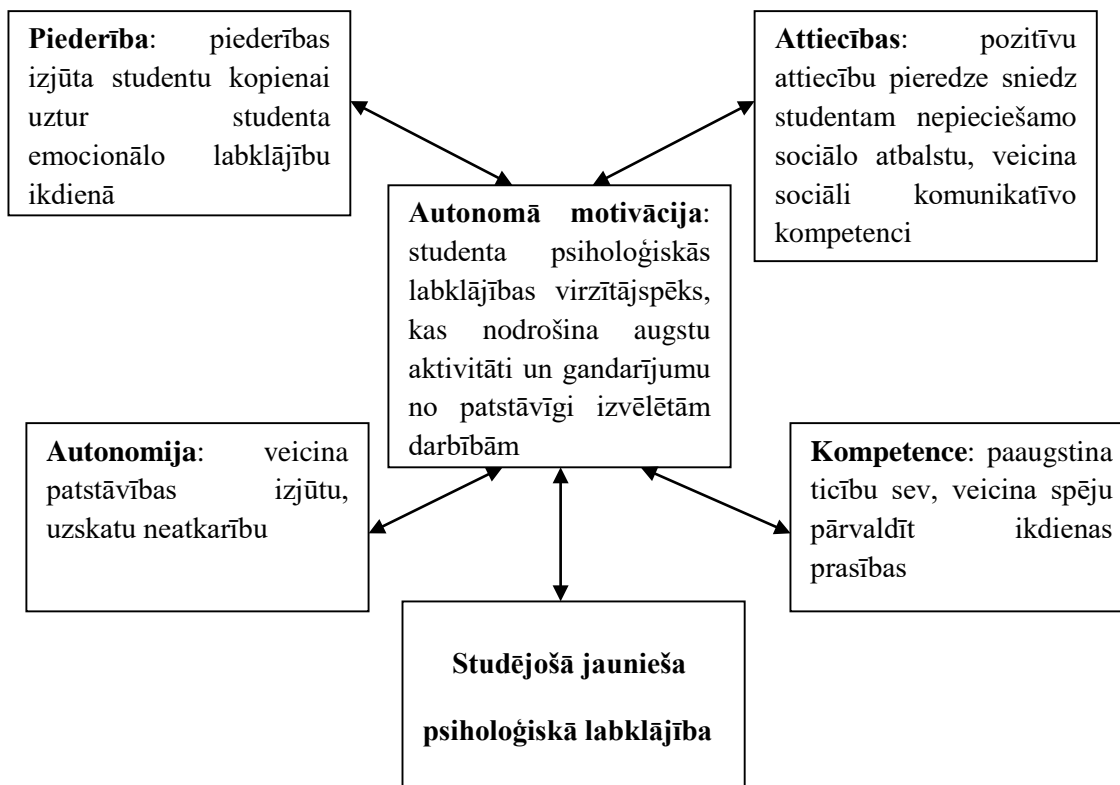
K. Rifas teorijā uzsvērta *autonomija* kā psiholoģiskās labklājības būtiska kvalitāte, kas paredz studenta pašnoteikšanos un neatkarību, spēju izturēt sociālo spiedienu, uzvedības pašregulācijas spēju, ka arī sevis novērtēšanu, ņemot vērā personiskos standartus Studenta potenciāla realizācija tiek traktēta gan kā autonoma darbība (pašizglītība, studentu patstāvīgais darbs), gan arī ka sadarbība ar citiem (akademiskā vide) Arī jauniešu identitātes veidošanās liela mērā ir autonom process, kas ietver sevī diferenciāciju no kolektīvajām pārliecībām un bailēm (Ryff, 2014).

K. Rifas teorija parāda atsevišķu psiholoģiskās labklājības dimensiju atšķirības dažādās vecuma grupās, kas atbilst konkrēto vecumposmu dzīves uzdevumiem un pašrealizācijas iespējām. Jaunieši vairāk tiecas apgūt jaunas zināšanas, paplašināt personisko pieredzi un rūpējas par personīgo izaugsmi. Taču jauniešiem ir zemāki rādītāji ikdienas prasību īstenošanā, kas saistāms ar ierobežoto dzīves pieredzi (Ryff & Singer, 2006).

Studējošo jauniešu psiholoģiskās labklājības pētījumos plaši tiek izmantota R. Raiena un L. Deci Pašnoteikšanās teorija (Deci & Ryan, 2000). Šīs teorijas aktualitāti jauniešu psiholoģiskās labklājības traktējumā pamato atziņas par izaugsmes potenciāla aktivizācijas nepieciešamību psiholoģiskās labklājības sasniegšanā, kā arī autonomās motivācijas aktualitāti studiju procesā.

R. Raiena un L. Deci teorija analizē pieņēmumu par psiholoģisko pamatvajadzību nozīmi psiholoģiskās labklājības veidošanā. Šo pamatvajadzību apmierināšana aktivizē izaugsmes potenciālu un notiek personības attīstība. Detalizēti studējošo jauniešu psiholoģiskā labklājība, saskaņā ar Pašnoteikšanās teoriju, ilustrēta 1. attēlā.





1.attēls. *Studentu psiholoģiskās labklājības komponenti* (Deci & Ryan, 2000)  
Figure 1 *Components of students' psychological well-being* (Deci & Ryan, 2000)

Studentu psiholoģisko labklājību un akadēmiskos sasniegumus iespējams stiprināt studiju vidē, kurai, saskaņā ar Pašnoteikšanās teoriju, jāveicina:

- Autonomo motivāciju - students būs motivēts tad, kad darīs lietas, kuras uzskata par interesantām un sev nepieciešamām, vai arī tad, kad ticēs, ka viņa darbība veicina aktuālu mērķu sasniegšanu;
- Piederību - jauniešis izjūtīs piederību, ja sapratīs, ka tiek pieņemts un novērtēts akadēmiskajā vidē un citu sociālo grupu ietvaros;
- Attiecības – studējošajiem jauniešiem veidosies pozitīvu attiecību pieredze, ja viņiem būs iespēja uzticēties citiem, paļauties uz viņiem un rūpēties par tiem, kā arī izjust citu uzticību;
- Autonomiju - jauniešis piedzīvos autonomiju, ja studiju vide radīs iespējas veikt darbības, uzdevumus un mērķus, kas ir paša izvēlēti un saskaņoti (autentiski), nevis citu uzspiesti vai kontrolēti;
- Kompetenci - studentiem veidosies savas kompetences apziņa, ja viņi būs spējīgi patstāvīgi pārvaldīt mijiedarbību, uzdevumus un izaicinājumus, ar kuriem jāsastopas ikdienā (Vansteenkiste et al., 2006).

Pašnoteikšanās teorija uzskata, ka autonomā motivācija ir galvenais studentu psiholoģiskās labklājības virzītājspēks. Autonomi motivēts students izjutīs

pietiekamu savas kompetences līmeni, būs neatkarīgs savā darbībā un uzskatos, spēs veidot uzticamas attiecības ar studiju biedriem un akadēmisko personālu, izjutīs piederību noteiktai studiju vides kopienai. Savukārt, noteikta psiholoģiskās labklājības faktora deficīts pazeminās studenta autonomās motivācijas līmeni. Tās motivācijas trūkuma gadījumā students subjektīvi izjūt ārēju spiedienu vai arī rodas izjūta, ka viņu kontrolē citi. Autonomās motivācijas pazemināšanās gadījumā var rasties aizvainojums un neatbilstības apkārtējo prasībām izjūta, zema interese un entuziasms, aizsargājošo uzvedības stratēģiju pielietošana, kā arī sliktāki akadēmiskie rezultāti. Izglītības kontekstā pietiekama autonomā motivācija izpaužas kā paaugstināta piepūle un neatlaidība, bauda un interese attiecībā pret studiju procesu, tieksme uz augstākiem akadēmiskiem sasniegumiem, ka arī aktīva reakcija uz kļūdām un augstāka studentu psiholoģiskā labklājība kopumā (Vansteenkiste et al., 2006).

Tādējādi empīriskais pētījums tiks realizēts, izmantojot K. Rifas metodiku „Psiholoģiskās labklājības skalas” (Ryff & Keyes, 1995) un šī raksta autora izveidotu aptauju, kas balstās uz Pašnoteikšanās teorijas atziņām.

### **Studējošo jauniešu psiholoģiskās labklājības demogrāfisko un sociālo determinantu analīze**

#### ***Analysis of demographic and social determinants of students' psychological well-being***

Saskaņā ar pasaulē veikto pētījumu (Akhtar, 2015; Baik et al., 2015; Bexley et al., 2013; Burns & Machin, 2010; Cvetkovski et al., 2012; Larcombe et al., 2015; Lerkkanen et al., 2018; Molina-Garcia et al., 2011; Nepomuceno et al., 2016; Perez, 2012; Roslaba et al., 2017; Ryff, 2017; Sarokhani et al., 2013; u.c.) metaanalīzi, iespējams konstatēt, ka pastāv liela psiholoģisko labklājību ietekmējošo faktoru daudzveidība. Turpmāk tiek aprakstītas minēto pētījumu galvenās atziņas. Tā psiholoģisko labklājību saista gan ar demogrāfiskiem faktoriem (Lee et al., 2016), gan noteiktām personības kvalitātēm (Dangi & Nagle, 2015), gan sociāli ekonomiskajiem apstākļiem (Boyce et al., 2010; Lee et al., 2016). Šajā rakstā tiek analizēti tikai tie faktori, kuri tiks iekļauti studējošo jauniešu psiholoģiskās labklājības empīriskajā izpētē. Minētie faktori tika klasificēti 2 grupās (skat. 1. tabulu).

Turpmāk tiek veikta 1. tabulā apkopoto faktoru un to ietekmes uz studējošo jauniešu psiholoģisko labklājību analīze.

1.tabula. Studējošo jauniešu psiholoģiskās labklājības demogrāfiskie un sociālie determinanti (raksta autora izveidots)

Table 1 Demographic and social determinants of students' psychological well-being (created by the author)

Demogrāfiskie faktori	Ietekme uz studējošo jauniešu psiholoģisko labklājību	Sociālie faktori	Ietekme uz studējošo jauniešu psiholoģisko labklājību
<i>Dzimums</i>	Sievietes raksturo augstāks pozitīvu attiecību ar apkārtejiem līmenis nekā vīriesus. Sievietes spēj izjust spēcīgākas emocijas, kas, pozitīvu emociju pārsvara gadījumā, paaugstina viņu psiholoģisko labklājību. Būtiskas atšķirības starp vīriešu un sieviešu psiholoģiskās labklājības līmeni un saturu netiek konstatētas.	<i>Sociālā aktivitāte</i>	Studējošo jauniešu sociālā aktivitāte pozitīvi ietekmē viņu psiholoģisko labklājību, attīstot jauniešu sociālo kompetenci un sniedzot nepieciešamo sociālo atbalstu.
<i>Dzīves vieta</i>	Dzīves vieta ietekmē psiholoģisko labklājību, saistībā ar noteiktās lauku vai pilsētvides sociāli ekonomiskajiem apstākļiem. Dažādās valstīs iegūtie rezultāti par dzīves vietas ietekmi uz psiholoģisko labklājību ir pretrunīgi.	<i>Materiālā nodrošinātība</i>	Nepietiekama materiālā nodrošinātība paaugstina studentu stresa līmeni ikdienā, veicina šaubu par sekmīgu augstākās mācību iestādes absolvēšanu rašanos, rada nepieciešamību strādāt paralēli studiju procesam, kas negatīvi ietekmē studentu psiholoģisko labklājību.
<i>Veselības stāvoklis</i>	Fiziskās veselības stāvoklis un veselības uzvedības paradumi, kā arī savas fiziskās veselības subjektīvā interpretācija veicina/pasliktina studentu psiholoģisko labklājību	<i>Sadzīves apstākļu kvalitāte</i>	Studentu sadzīves apstākļu sociālie un fizikālie (trokšņi, vides temperatūra, studentu skaits) faktori kopmītnēs vai ārpus tās būtiski ietekmē viņu psiholoģisko labklājību ikdienā.
		<i>Brīvā laika saturs</i>	Studentu psiholoģisko labklājību pozitīvi ietekmē piederība pie noteiktām interešu grupām un nodarbošanās ar sportu. Uzspiestas aktivitātes, kopēja

			alkohola vai citu psihoaktīvo vielu lietošana, bieža naktsklubu apmeklēšana, vai bezdarbība pasliktina studentu psiholoģisko labklājību
		<i>Studiju process</i>	Nepieciešamība pielāgoties studiju videi, studiju procesa higiēniskie apstākļi, iepriekš ierastās vides atstāšana būtiski paaugstina studentu psiholoģisko spriedzi, kas vājas adaptācijas spēju gadījumā var pazemināt viņu psiholoģisko labklājību.

Raksturojot psiholoģiskās labklājības īpatnības dažādu *dzimumu grupās*, iespējams konstatēt, ka sievietēm, salīdzinājumā ar vīriešiem komponents „Pozitīvas attiecības ar apkārtējiem” sievietēm vienmēr ir augstāks. Vīriešiem un sievietēm visi psiholoģiskās labklājības rādītāji ir līdzīgi tajā ziņā, ka līdz ar vecumu pastiprinās prasme īstenot ikdienas vajadzības, turklāt vīriešiem, pat vairāk nekā sievietēm, pieaug pozitīvu attiecību nozīmīgums, paaugstinās autonomijas un sevis akceptēšanas rādītāji. Gan vīriešiem, gan sievietēm ar gadiem samazinās personiskās izaugsmes izjūta un dzīves mērķu izjūta (Ryff, 2017).

Tiek atzīts, ka sievietes spējīgas izjust spēcīgākas emocijas nekā vīrieši – tātad arī prieku un citas pozitīvas emocijas, kas pozitīvi ietekmē viņu psiholoģisko labklājību (Burns & Machin, 2010).

Jaunākie pētījumi studentu vidū nekonstatē būtiskas atšķirības starp vīriešu un sieviešu psiholoģiskās labklājības līmeni un saturu (Akhtar, 2015; Perez, 2012).

Pētījumu rezultāti attiecībā uz *dzīves vietas* (lauki vai pilsēta) ietekmi uz psiholoģisko labklājību, kas veikti dažādās valstīs ir samērā pretrunīgi. ASV veiktajos pētījumos, kuros piedalījās 1200 pusaudži no lauku rajoniem un pilsētas teritorijas, tika konstatēts, ka pilsētas iedzīvotājus raksturo augstāks psiholoģiskās labklājības līmenis (Tomms et al., 2007).

Savukārt, Brazīlijā veiktais pētījums, kurā tika iesaistīti 417 respondenti no lauku un pilsētas kopienām, tika noteikts, ka pilsētas iedzīvotājus raksturo augstāks garīgo traucējumu līmenis un zemāka psiholoģiskā labklājība (Nepomuceno et al., 2016).

20. gadsimta sākumā un vidū bija populāra ideja, ka pilsētvide pasliktina iedzīvotāju veselību un psiholoģisko labklājību. Tomēr empīriskie pētījumi par konkrētu pilsētvides faktoru ietekmi uz psihiskās un fiziskās veselības stāvokli

neapstiprināja statistiski nozīmīgu saikni starp dzīvi pilsētā un veselības pasliktināšanos (Shaw et al., 2002).

Minēto faktu dēļ tiek paredzēta studējošo jauniešu psiholoģiskās labklājības saiknes ar viņu dzīves vietu izpēti.

*Veselības stāvoklis* tiek traktēts gan kā psiholoģiskās labklājības cēlonis, gan kā šī fenomena sekas. H. Rorslaba un līdzautoru veiktā meta analīze parādīja, ka veselības stāvokļa un psiholoģiskās labklājības korelācija ir 0,32 robežās. Tika noteikts, ka šai korelācijai ir tendence palielināties, ja tiek izmantoti subjektīvie veselības kritēriji (subjektīvs savas veselības stāvokļa novērtējums) (Roslaba et al., 2017).

Eksistē saikne starp psiholoģisko labklājību un noteiktu slimību esamību, īpaši, ja šīs slimības būtiski ierobežo cilvēka iespējas (Roslaba et al., 2017). Studentu vidē ir konstatēts, ka depresijas izplatība un psiholoģiskās labklājības pasliktināšanās bieži ir saistīta ar neveselīgu uzvedību, piemēram, alkohola lietošanu, zemu fizisko aktivitāti, sliktu uzturu, neveselīgu dienas režīmu un augstu stresa līmeni (Schofield et al., 2016).

*Sociālās attiecības* ir ļoti svarīgs studentu psiholoģisko labklājību ietekmējošs faktors. Ir izpētīts, ka jauniešu sociālā aktivitāte pozitīvi ietekmē viņu psiholoģisko labklājību, jo attīsta jauniešu sociālo kompetenci un veic sociālā atbalsta funkcijas (Demir, 2010; Lerkkanen et al., 2018).

Sociālo attiecību esamība ir ļoti aktuāla arī jauniešu identitātes veidošanās procesā, jo palīdz izprast sevi un sniedz nepieciešamo atbalstu. Šajā vecumposmā piederības izjūta savai studiju grupai paaugstina studentu psiholoģisko labklājību, turklāt būtiska ir sociālo grupu daudzveidība un to skaits. Savukārt, sociālā izolācija un nepietiekams sabiedrības atbalsts saistīts ar dažādām saslimšanām un pat mūža ilguma samazināšanos (Demir, 2010; Lerkkanen et al., 2018).

Tomēr mūsdienās daudzi jaunieši neveido tuvākas sociālās attiecības ar studiju biedriem, jūtas sociāli izolēti un bieži vien pabeidz augstākās izglītības iestādi, neiegūstot jaunus draugus (Baik et al., 2015).

Studentu psiholoģisko labklājību ietekmē arī viņu *materiālais stāvoklis*: cik lielā mērā students ir apmierināts vai neapmierināts ar to. Tiek atzīts, ka dalība augstākajā izglītībā nekad nav bijusi tik dārga studējošajiem jauniešiem, kā tas ir šodien. Daudziem jauniešiem tiešās un netiešās studiju izmaksas ir galvenais stresa avots (Bexley et al., 2013).

Sliktas materiālās nodrošinātības dēļ daudzi studējošie ir spiesti strādāt mazkvalificētus darbus papildus studijām. Šādos apstākļos bieži vien nepietiek laika sagatavoties semināriem, kontroldarbiem vai eksāmeniem. Tas rada papildus psiholoģisko spriedzi, pasliktinot psiholoģisko labklājību (Bexley et al., 2013).

Pēdējā desmitgadē pieaug studējošo nenoteiktības izjūta par augstākajā mācību iestāde iegūtās izglītības vērtību darba tirgū. Studenti apzinās, ka tikai ar augstākās izglītības iegūšanu vairs nepietiek, lai nodrošinātu konkurētspējīgu atlīdzību par padarīto darbu. Tas rada papildus psiholoģisko spiedienu un paaugstina studējošo stresa līmeni (Ibrahim et al., 2013; Sarokhani et al., 2013).

Noteikts, ka studentu *sadzīves apstākļi* var būtiski ietekmēt viņu psiholoģisko labklājību (Larcombe et al., 2015). Tos studentus, kas dzīvo kopmītnēs, ietekmē studiju biedru skaits vienā dzīvojamajā telpā, attiecības ar istabas biedriem, tādi fizikāli faktori, kā nevēlami, nekontrolējami trokšņi, kā arī gaisa temperatūra telpās. Tika noteikts, ka pārāk liels istabas biedru skaits, zema vai pārāk augsta gaisa temperatūra, nekontrolējami trokšņi, nepatīkama istabas biedru uzvedība ir galvenie faktori, kas pazemina studentu psiholoģisko labklājību (Larcombe et al., 2015). Savukārt uzticamas, draudzīgas attiecības ar istabas biedriem, privātās telpas esamība, iespēja civilizēti atrisināt konfliktsituācijas ir faktori, kas labvēlīgi ietekmē studentu psiholoģisko labklājību kopmītnēs. Jāpiebilst, ka dzīve kopmītnēs veicina piederības izjūtu savai studentu kopienai (Özdemir & Tuncay, 2008).

Tie studenti, kuri dzīvo atsevišķos dzīvokļos, ir pasargāti no daudziem negatīviem kopmītnu sadzīves apstākļiem, bet viņi bieži nespēj pilnvertīgi integrēties savā studentu grupā (Özdemir & Tuncay, 2008).

Studējošo jauniešu psiholoģisko labklājību ietekmē arī *brīvā laika* esamība un tā saturs. No visiem brīvā laika pavadīšanas veidiem vislabvēlīgāko ietekmi uz studējošo jauniešu atstāj piederība pie noteiktām interešu grupām un nodarbības ar fizisko kultūru un sportu. Piederības pie noteiktām interešu grupām pozitīvā ietekme uz studenta psiholoģisko labklājību tiek izskaidrota ar to, ka nodarbību daudzveidība dažādās sociālās grupās apmierina cilvēku sociālās vajadzības, nodarbību gaitā tiek gūta bauda no sekmīgas dažādu darbību izpildes un grūtību pārvarēšanas (Molina-Garcia et al., 2011). Savukārt nodarbības ar sportu paaugstina endorfīnu līmeni, kas ir atbild par iekšējā komforta un labsajūtas rašanos (Havkins, Foose, & Binkley, 2004).

Brīvā laika trūkums, vai studiju biedru uzspiestas aktivitātes, kā arī negatīvs brīvā laika saturs (kopēja alkohola vai citu psihoaktīvo vielu lietošana, bieža naktsklubu apmeklēšana, vai bezdarbība) negatīvi ietekmē studentu fizisko veselību, vērtību sistēmu, kā arī pasliktina psiholoģisko labklājību (Trainor et al., 2009).

*Studiju process* izvirza augstas prasības jauniešu psihes un fizioloģijas plastiskumam. Iestājoties augstākās izglītības iestādē, students ir spiests pielāgoties jaunu faktoru kompleksam, kas raksturīgi augstākajai izglītībai. Būtiskākie no tiem ir studiju programmas apguve, attiecības ar akadēmisko personālu, profesionālā identifikācija un attiecības ar studiju biedriem. Šie faktori nosaka to, ka visu studiju laiku jaunieši pakļauti būtiskai psiholoģiskai spriedzei,

kas studentiem ir ievērojami augstāka nekā citu sociālo grupu jauniešiem (Cvetkovski et al., 2012).

Konstatēts, ka zināšanu pārbaudes sesijās krasi pastiprinās studentu kognitīvā un emocionālā spriedze, iespējama arī fiziskās veselības pasliktināšanās (Eisenberg et al., 2009).

Studentu psiholoģisko labklājību ietekmē arī studiju procesa higiēniskie apstākļi: ievērojams laiks datora monitora priekšā, atrašanās slikti vēdināmā telpā, liels studentu skaits auditorijā. Studējošo jauniešu mentālo veselību un psiholoģisko labklājību negatīvi ietekmē arī pastāvīgs laika trūkums, zema fiziskā aktivitāte, racionāla dienas režīma (diētas un miega) pārkāpšana (Slavin et al., 2014).

Turklāt pirmā kursa studentu psiholoģisko labklājību ietekmē arī pārdzīvojumi, kas saistīti ar ierastās skolas vides atstāšanu, šaubas par pareizu profesijas izvēli, nepietiekamas prasmes uzvedības un aktivitāšu regulēšanai, kā arī optimāla akadēmiskā darba un atpūtas režīma organizēšanas iemaņu trūkums (Baik et al., 2015).

Ņemot vērā minētās atziņas turpmākajos empīriskajos pētījumos iecerēts noteikt Rēzeknes Tehnoloģiju akadēmijas studiju vides ietekmi uz studentu psiholoģisko labklājību.

## **Secinājumi** **Conclusions**

Veiktā teorētiskā pētījuma rezultātā autors nonāca pie šādiem secinājumiem:

1. Studējošo jauniešu psiholoģiskās labklājības empīrisko pētījumu pamatā iespējams izmantot K. Rifas sešu faktoru modeli un metodiku „Psiholoģiskās labklājības skalas”, kā arī R. Raiena un L. Deci teoretiskās atziņas;
2. Autonomā motivācija ir galvenais studentu psiholoģiskās labklājības virzītājspēks, kurš paredz piederības pie studējošo kopienas izjūtu, mērķu un darbības autonomiju, savas kompetences izjūtu un pozitīvas attiecības studiju vidē;
3. Jaunākie pētījumi neaplicina būtiskas atšķirības psiholoģiskās labklājības jomā vīriešu un sieviešu polulācijās;
4. Pētījumu rezultāti attiecībā uz dzīves vietas ietekmi uz psiholoģisko labklājību, kas veikti dažādās valstīs sniedz pretrunīgus rezultātus, kas rada pētniecisko interesi šī fenomena izpētei Latgales reģiona studējošo jauniešu izlasē;
5. Sakarā ar studējošo jauniešu psihiskās veselības pasliktināšanās tendenci, aktualizējas jautājums par veselības stāvokļa ietekmes uz studentu psiholoģisko labklājību empīrisko izpēti;

6. Pilnvērtīgas sociālās attiecības pozitīvi ietekmē studējošo jauniešu psiholoģisko labklājību, tomēr mūsdienās daudzi jaunieši neveido tuvākas sociālās attiecības ar studiju biedriem un jūtas sociāli izolēti;
7. Sakarā ar tiešo un netiešo studiju izmaksu paaugstināšanos, materiālais stāvoklis būtiski ietekmē studējošo jauniešu psiholoģisko labklājību un var kļūt par galveno stresa avotu daudziem jauniešiem;
8. Veselīga un patīkama brīvā laika pavadīšana pozitīvi ietekmē studentu emocionālo sfēru, psihisko un fizisko veselību, kas uzlabo viņu psiholoģisko labklājību.
9. Ja students ir apguvis augstākās mācību iestādes vispārpieņemtās normas un tradīcijas, spēj apgūt studiju programmu, izjūt pozitīvu identitāti ar izglītības vidi, tad šī vide veicina studentu personisko adaptācijas potenciālu, viņu un psiholoģisko labklājību.

### **Summary**

The study process puts high demands on the plasticity of the psyche and physiology of young people. When enrolled in a higher education institution, the student is forced to adapt to a new set of factors that affect their psychological well-being.

As a result of the theoretical research, the author came to the following conclusions:

1. The empirical research of psychological well-being of students can be based on K. Riff's six-factor model and methodology "Psychological well-being scales";
2. Autonomous motivation is the main driver of students' psychological well-being, which includes a sense of belonging to a student community, autonomy of goals and activities, a sense of competence and a positive relationship in the study environment;
3. Recent research does not show significant differences between men and women in their psychological well-being;
4. The results of research on the impact of the place of residence on psychological well-being, carried out in different countries, give contradictory results, which provokes research interest in the study of this phenomenon in the Latgale student population;
5. Due to the tendency of students' mental health to deteriorate, the issue of empirical research on the influence of health status on students' psychological well-being is becoming more topical;
6. Full-fledged social relationships have a positive impact on the psychological well-being of students, but today many young people do not develop closer social relationships with their fellow students and feel socially isolated;
7. Due to the direct and indirect increase in study costs, the material condition significantly affects the psychological well-being of young students and can be a major source of stress for many young people;
8. Healthy and enjoyable leisure time has a positive impact on students' emotional, mental and physical health, which improves their psychological well-being.
9. If a student has mastered the generally accepted norms and traditions of a higher education institution, is able to master the curriculum, has a positive identity with



the university education environment, then this environment promotes the students' personal adaptation potential and their psychological well-being.

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## ASSUMPTIONS ON SOCIAL SUCCESS AND MOTIVATION IN YOUTHFUL AGE

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**Abstract.** *The problem of social success has not been considered as an independent one in Psychology for a long time, but it has been included in the structure of research related to effective communication, social status and professional competence. The increased interest in it is due to the growing attention to the problem of personality changes, an increase in the environmental “challenges” to human abilities, as well as the need to quickly respond to changes in society. The authors study the role of social success in the structure of mental development of the personality; define the determinants that affect its formation and development. The purpose of research is to study the correlation between the level of motivation for success and assumptions on social success among youthful age. The study involved 258 respondents (99 young men and 159 young ladies aged 18 to 21 years). The researchers used a psychodiagnostic method, including two techniques (the “Successful person” method by G.R. Khuzeeva, the method of diagnosing motivation for success by T. Ehlers, in adaptation of E.P. Belinskaya), methods of mathematical and statistical analysis, a genetic method. The results of the study showed that the assumptions on social success in youthful age is associated with getting education, self-confidence, determination, hard work. The authors revealed the relationship between the learners’ level of motivation for success and their assumptions on social success. In a group of young men with a high level of motivation for success, assumptions on social success are associated with the activity aspect (diligence, one’s own activity, responsibility) and the humanistic orientation (well-disposed, responsive, able to sacrifice). Respondents with a low level of motivation for success have a material orientation in the image of success (careerist, entrepreneurial, has connections with the right people).*

**Keywords:** *motivation, social success, transitive society, VUCA world, youthful age.*

### Introduction

The sociocultural transformations taking place in modern society affect all spheres of everyday life: information environment, communication system, social attitudes, moral values, etc. These transformations not only change the standard of socialization, but also determine the emergence of new interests and needs within society (Martsinkovskaya & Poleva, 2017).

The transitivity of modern society is manifested in uncertainty, multidimensionality, as well as the lack of authority and low predictability of social changes. The changed landscape of modern times puts forward new requirements not only to society, but also to each individual. At the same time, the personality is a source of versatility, variability, as well as any innovation in society.

The situation of transitivity is especially acute in youthful age, when there is awareness of one's own individuality, deep moral restructuring, life goals and a stable image of oneself are formed. The social space in this age period not only develops social systems and relationships, but also determines the well-being of the individual (Kobzeva, 2019).

Social success is one of the most important values in the modern transitive society. It acts as an indicator of the individual's social status (Petruševič & Satov, 2019), stimulates a person's inclusion in the system of social ties and relations (Kozhakina, 2016). Social intelligence can be considered the criterion of social success or failure. It allows one to control reactions to decisions and optimistically assess difficult situations (Goleman, 2000).

Despite the increased interest in the problem of social success, nevertheless, an unequivocal position regarding its semantic definition, structural components and criteria to diagnose it have not yet been formed in psychology.

A special role in the formation of social success belongs to motivation. Its quality (Ryan & Deci, 2002), as well as the relationship of the set up or accepted goal with the personality (Leontiev, 2016) as a whole deserve close attention. The transitivity of society contributes to the fact that a person can demonstrate unexpected behavioral responses to tested stimuli, and the mismatch of stimuli and reactions will reduce one's adaptability in society.

Thus, an important point in the study of personal development in a situation of uncertainty will be an analysis of the dependence of ideas about social success on the level of motivation for success in youthful age.

### **Literature review**

The modern VUCA world combines the fast-paced dynamics of changes and their changeable nature, the growth of uncertainty, the diminishing capabilities of the forecasted world and the events taking place in it, the increasing complexity of social and technical structures, the increasing multiplicity of influencing factors and the ambiguity of the world. Man's attempts to avoid a new reality will lead to his maladaptation and isolation. Adequate response to ongoing changes will not only preserve mental health, but also help fulfill oneself and form patterns of socially successful behavior. Therefore, an adequate picture of oneself, one's

place, one's role in different social groups is formed only through interaction with society.

The increased interest in studying the phenomenon of social success is due to the new environment that has globally changed the world, the search for new, effective motivators for personal development in conditions of the variability and uncertainty of society. In Russian psychology, aspects of social success associated with hardiness and mental health of an individual (Ajvarova, Mironov, & Naumova, 2018), intellectual giftedness (Yurkevich, 2018), and hemispheric asymmetry are considered (Zaitueva, 2017).

In foreign psychology, social success is studied from the standpoint of practical orientation. The dominant role in its formation and development belongs to self-esteem (Boudreau & Boswell, 2001; Sutin, Costa, Miech, & Eaton, 2009) and the external attractiveness of a person (Agthe, Sporrie, & Forsterling, 2008). At the same time, hypertrophied motivation for financial success has a negative impact on the feeling of psychological well-being, satisfaction with one's own life, and social success (Nickerson, Schwarz, Diener, & Kahneman, 2003). Therefore, the essential aspect of motivation is the person's attitude to perceived reality. It is the motivational sphere that prompts the action, the formation of the activity goal (Quinton & Brunton, 2017), the process of choosing between different actions.

The motive of achievement allows the individual to do something quickly and well, to reach a certain level in any business. Therefore, there is a constant analysis of the goals of the activity, a return to something previously abandoned. A person motivated for success is very persistent in achieving his goals. Motivation for achievement is an important factor in the society's productivity (McClelland, 2009). Success is not only the result itself, but the assessment, the substantive basis of the personality's motivational sphere.

### **Methodology**

This empirical study is a small part of the research project devoted to the study of the problem of social success in the transitive society.

The purpose of the study was to identify the characteristics of ideas about social success among young people with different levels of motivation to achieve success.

The researchers suggested that people with different levels of motivation for success have different ideas about social success: high motivation for success determines the activity aspect, and low motivation for success is associated with material orientation and group affiliation in ideas about social success.

The research paradigm determined the choice of methods and techniques, as well as the design of the study. A psychodiagnostic method, methods of

mathematical and statistical data analysis and a genetic method were used in the work.

The study was conducted with the psychodiagnostic method at Murmansk Arctic State University (MASU). The participants were 258 respondents (99 young men and 159 young ladies aged from 18 to 21 years). The average age of the respondents was 19,8. The study was conducted with the voluntary consent of the participants. To achieve greater sincerity, diagnostics was performed anonymously. Interested persons were provided with the results of the study.

The study used standardized and validated psychodiagnostic methods. Ideas about social success were studied using the “Successful Person” (Khuzeeva, 2015) methodology, which allows us to differentiate the substantial characteristics of success according to indicators such as the activity aspect, humanistic focus, material orientation and group affiliation. “Diagnostics of motivation for success” methodology was used for the diagnosis of motivation (Belinskaya, 2016). It determines the extent of motivation to achieve success in the professional sphere among the respondents.

Statistical evaluation of the results of the study was performed using the Fisher  $\phi$ -test.

## **Results and Discussion**

The analysis of empirical data by the “Successful Person” method made it possible to single out the main definitions that were put in first place by the respondents. It should be noted that when describing the image of a successful person, girls give more descriptions, so the ideal image is more structured and differentiated. Table 1 presents the characteristics of a successful person.

*Table 1 Characteristics of a successful person according to opinions of the young people (%)*

	characteristics of a successful person	number of selections		
		young men	young ladies	total
1	purposeful	28,3	21,5	24
2	smart, educated	22,2	11,3	15,5
3	rich, having rich parents	36,3	0	14
4	brave, confident	0	14,5	9
5	hardworking	0	11,3	7
6	sociable	7,1	5,7	6
7	independent	7,1	3,1	4,6

As the results of the study show, the dominant characteristic of a successful person in youthful age is determination. This is due to the fact that the current

situation of development, development tasks, declare the need for an active life position, encourage respondents to use all their potential abilities for self-realization and personal growth within the framework of those social conditions and the culture in which they develop. To a greater extent, this definition is characteristic of young ladies. Young men put material values in the first place. This position is formed by the requirements of modern society towards men (material support for all family members, to be financially generous in relations).

Important components of social success for young ladies are confidence, education and hard work. Modern multidimensional culture involves “liquid” socialization, in which a multidimensional and non-directed impact is possible, and the result can be delayed, latent. One of the options for such a delayed result is a change in standards of behavior, so the increasing spread of standards of masculinity is characteristic not only for young men, but also for young ladies.

Young men consider a purposeful and educated person successful. The interiorization of the external requirements of society allows them to navigate in the system of social roles that currently exists in society, as well as fulfill their potential successfully. It is self-realization that requires social acceptance, as a measure of social success. Therefore, in any situation, you must win in order to be noticed, build a career and, as a result, become successful.

Thus, the determinants of social success in youthful age are personal qualities (determination, confidence, industriousness, sociability), wealth and education.

The results of the study of ideas about social success of students made it possible to analyze such substantial characteristics of a successful person as an activity component, a humanistic and material orientation (table 2).

*Table 2 Results of studying ideas about social success in youthful age (%)*

indicators of ideas about social success	characteristics of success in description		
	not present in description	present in description	predominant in description
activity aspect	10	30	60
humanistic orientation	10	50	40
material orientation	60	30	10
group affiliation	50	40	10

The results presented in the table indicate that the largest number of the respondents (60%) gives characteristics of a successful person, which can be attributed to the activity aspect. When describing a successful person, such words as “purposeful”, “hardworking”, “active”, “confident”, “courageous”, “professional”, “educated” were used most of all.

The second place is occupied by the characteristics of a successful person, which determine his humanistic orientation. These include such definitions as sociability, communicability, the ability to manage, help people, etc. Material orientation and group affiliation are presented to a lesser extent in the youth. Here we can say that when describing a successful person the largest percentage of the respondents (60%) does not use definitions associated with material values, such as money, wealthy parents, an apartment, a car, etc.

At the next stage of the study, various levels of motivation to achieve success were identified with the use of the “Diagnostics of Successful Motivation” methodology (table 3).

*Table 3 Successful motivation in youthful age (%)*

respondents	level of motivation for success			
	low	medium	moderately high	high
young men	9,1	48,5	32,3	10,1
young ladies	10,7	59,1	12,6	17,6
total	10	55	20	15

The table shows that medium level of motivation for success in youthful age is predominate. For this reason respondents are passive in achieving the goal. To a greater extent, this trend is characteristic of young men ( $\varphi_{emp.} = 1.66$ ;  $p < 0.1$ ). Young ladies are more focused on achieving their goals. They are active, proactive, plan their future for the long term, choose achievable goals. That’s why they more fully realize their abilities and more often achieve their goals ( $\varphi_{emp.} = 1.7$ ;  $p < 0.1$ ). It should be noted that positive relationship between success, self-esteem and confidence more characterized for young men ( $\varphi_{emp.} = 3.76$ ;  $p < 0.01$ ).

Based on the results obtained, 4 groups of respondents were formed (table 4).

*Table 4 Comparative analysis of ideas about social success among groups with different levels of motivation for success (%)*

indicators of the successful person’s image	groups of respondents according to the level of motivation for success			
	group 1 (with a low level, 26 pp.)	group 2 (with a medium level, 142 pp.)	group 3 (with a moderately high level, 52 pp.)	group 4 (with a high level, 38 pp.)
activity aspect	10	40	70	80
humanistic orientation	10	30	20	20
material orientation	60	20	0	0
group affiliation	20	10	10	0



The presented results suggest that descriptive characteristics associated with material orientation prevail in the group with a low level of success motivation (a car, a house, an yacht, rich); no significant differences in the dominance of any indicator of success were found in the group with a medium level of motivation for success; and the characteristics of a successful person that relate to the activity aspect prevail in groups with a moderately high and very high level of motivation for success (hardworking, receptiveness, inquisitiveness). The validity of differences in ideas about social success between groups with different levels of motivation for success is significant ( $\varphi_{emp.} = 2.75$ ;  $p < 0.002$ ;  $\varphi_{emp.} = 3.13$ ;  $p < 0.0001$ ;  $\varphi_{emp.} = 6.123$ ;  $p < 0.0001$ ).

### **Conclusions**

The analysis of modern research and the conducted empirical research allows us to formulate a number of conclusions. The phenomenon of social success requires clarification and further study in the context of global socio-economic and other changes with the prospect of creating a model of a socially successful person in the transitive society. It is possible to determine to what extent a person is socially successful only in case of his interaction with society.

A study of social success in youthful age showed that most respondents believe that success is the result of their own activity. Persistence and high intellectual abilities are the main definitions of social success from the point of view of young men. Sociability and independence determine success in society to a lesser extent, in their opinion.

In the descriptions of social success, the activity aspect prevails, which indicates the synonymy of the definition of a successful and creative person. Therefore, social success is a resource of human actions, allowing one to form the variables necessary for socialization: obligations and expectations, information channels and social norms.

The motivation for success is a necessary determinant of the competitive personality formation in conditions of globalization. Own activity, industriousness, ability to defend one's interests, mobility, education, that is personal resources of a person, contribute to success in activities. The orientation to material values in youthful age is interconnected with high readiness to risk and low motivation for achievements in the professional sphere.

The study showed the versatility of the social success phenomenon, allowed to expand knowledge of value orientations in adolescence, highlight success definitions in conditions of transitivity and uncertainty.

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## DEVELOPING AND MEASURING ATTENTION IN BOXERS: MIXED COACHES' EXPERTISE AND REACTION TIME MEASURES

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**Abstract.** *This study explored the problem of attention and its development in young boxers. A rapidly changing situation and a high level of traumatization in boxing are demanding the development of athletes' attention. Focusing on technical or motivational training is among the reasons for underestimating the development of attentional skills. Study 1 involved seven expert coaches (males, mean age 45.4, mean working experience 20.3 years). The results revealed a relatively high assessment of the psychological component of training and a low agreement on the development of attentional skills. Coaches indicated that testing is the best measurement of attention. Study 2 focused on the measurement of reaction time (RT) in young boxers. Simple and complex RT of nine athletes, aged 12 to 15 (33% females), were assessed before and after the 15 minutes long warm-up. The results demonstrated no significant change in boxers' simple RT and a decrease (about 30 ms) in complex RT after the warm-up. The feedback was provided for athletes and their coaches. A contrast appeared between coaches' view of well-known exercises for developing attention and their question "Could you suggest some exercise?" Simultaneously, coaches suggested a more specific RT measurement, including the full time of a punch.*

**Keywords:** *attention, boxing, coaches' expertise, reaction time.*

### Introduction

Boxing is among sports requiring athletes' attention during their adaptation to rapidly changing situations (Wang, 2016). A loss of focused attention could result in brain injury with cumulative negative effects (Maroon, Winkelman, Bost, Amos, Mathyssek, & Miele, 2015; McKee et al., 2013; Rabadi & Jordan, 2001). Traumatization of young athletes (e.g., Moser, Schatz, & Jordan, 2005) raised recommendations to participate in alternative sports or to oppose boxing as a sport for any child or adolescent (Purcell & LeBlanc, 2012). It indicates that the development of attentional skills in boxers seems a crucial task for more effective

and healthy functioning. Simultaneously, coaches' focusing on technical (Wang, 2016) or motivational (Nazarenko & Kolesnik, 2017) training could be a reason for the underestimation of the development of attention. The current study aimed at revealing experienced boxing coaches' views of attention among athletes' characteristics, possible ways of its development, and providing them feedback, based on a measure of athletes' reaction time (RT).

## **Study 1**

The high complexity of boxing as an open-skill sport (Wang, 2016) demands activation of any attentional sub-process: attentional orienting and selective, divided, and sustained attention (Coull, 1998). They direct athletes' attention, focus it on a particular target, distribute cognitive resources between targets, and maintain attentional functioning, respectively (for a review, Memmert, 2009).

Training of attention challenges coaches and athletes in various sports (Wang, 2016). Differences between levels of physical fit and athletes' expertise in some aspects of attentional and perceptual functioning (e.g., Nougier, Ripoll, & Stein, 1989; Reigal, Barrero, Martin, Morales-Sánchez, de Mier, & Hernández-Mendo, 2019; Vaeyens, Lenoir, Williams, Mazyn, & Philippaerts, 2007) are in line with revealed effects of attention training by different methods (Tang & Posner, 2009). Tang and Posner (2009) suggested a combination of effortful attention training, aimed at the executive attentional network (e.g., Posner, Sheese, Odludas, & Tang, 2006), and attention state training focused at a balanced body-mind state. Simultaneously, a limited transfer of trained cognitive skills and diminishing skills without practice lead to the conclusion that individuals improve predominantly on what they practice (Diamond & Ling, 2016).

Coaches' views of training became the focus of the first step of the study. We have selected the method of the expert interview (e.g., Bogner & Menz, 2009) as appropriate for a more detailed exploration of views on the development of attentional skills. It was expected that the results could reveal the level of agreement on some key points in the practice, weak points in the development of athletes' attention, and possible solutions.

## **Method**

**Participants.** Experts were selected in accordance with the following criteria: no less than 10 years of coaching experience, involvement in coaching young (12-15 years old) and adult boxers, higher education, and high achievement of athletes (e.g., champions of Latvia). After applying these criteria, coaches were invited to an interview. Coach's disagreement to participate was an exclusion criterion. As a result, seven coaches were included in the expert panel. Their age

was 31 to 58 ( $M = 45.4$ ,  $SD = 10.2$  years). Coaches' working experience was from 10 to 35 years ( $M = 20.3$ ,  $SD = 9.2$  years). All the coaches were males.

**Materials.** The systematizing expert interview (Bogner & Menz, 2009) was developed for the study. The interview was planned during the preparatory phase, including a discussion of a boxing coach and a psychologist on the topic under investigation. During this phase, questions regarding attention and its training were formulated.

The semi-structured interview included three structured questions and two open questions. The question regarding psychological, technical, physical, and tactical training required ranking these elements from the first to the fourth place. Coaches also assessed the significance of attention, memory, goal-orientation, discipline, courage, fighting spirit, willpower, and persistence in boxing by a seven-point scale from 1 (not important) to 7 (very important). In addition, they ranked 13 exercises (e.g., throwing the tennis ball to a partner, repeating partner's movements, reacting to a signal, playing table tennis) and aspects of practice (e.g., sparring, boxing competitions). Open questions were: "How can you assess athletes' attention?" and "Could you suggest any additional exercise for the development of attentional skills?" There was also an opportunity to add any comment at the end of the interview.

**Procedure.** Data were collected via personal interviews. The interviewer was a co-expert in the field. It ensured symmetrical interaction during the interview.

## Results

Coaches' ranked the technical aspect of practice as the most significant for young athletes (mean rank was 1.86). It was followed by physical (2.14) and psychological (2.29) training. The last aspect was tactical training (3.71). Simultaneously, the psychological aspect was assessed as the most important by two coaches and as the second by three coaches. It indicated the relative significance of this aspect and a low level of agreement among coaches. Assessed by Kendall's W, the general level of agreement on aspects of practice was .41,  $p = .034$ .

Table 1 demonstrates the relative significance of attention among other athlete's characteristics. Different aspects of motivation and self-regulation were assessed higher than cognitive (attention and memory) aspects.

*Table 1 Assessment of the significance of athletes' characteristics by coaches (N = 7)*

Characteristic	Rank	<i>M</i>	<i>SD</i>
Fighting Spirit	1	6.86	0.34
Discipline	2	6.57	1.13
Goal-Orientation	3-4	6.29	0.76
Willpower	3-4	6.29	1.13
Courage	5	6.00	0.58
Persistence	6	5.86	0.90
Attention	7-8	5.14	0.90
Memory	7-8	5.14	1.46
Autonomy	9	4.86	1.35

Ranking of exercises for the development of attentional skills (Table 2) demonstrated that coaches emphasize the importance of warm-up exercises and exercises in pairs, while the elements of practice (sparring and competition) are ranked low. The level of coaches' agreement was also relatively low, Kendall's  $W = .35, p < .001$ .

*Table 2 Ranking of exercises and elements of boxing practice by coaches (N = 7)*

Exercises and boxing practice	Mean Rank
Reaction to coach's signal during the warm-up	3.00
Mirror training ("School")	3.57
Repeating partner's movements	4.43
Throwing two tennis balls in pairs	5.79
Throwing the tennis ball against the wall	6.43
Technical exercises in pairs	6.86
Reacting to light signals	6.93
Performing the Schulte Table Test	7.71
Table tennis	7.79
Performing the Stroop Test	8.36
Sparring	9.00
Chess play	10.21
Boxing competition	10.93

The results of a qualitative content analysis revealed three main categories in coaches' views on the assessment of athletes' attention: testing ("tests" – 4 times; "special apparatus"), repeating and recognition ("repeat an exercise"; "recognized actions"; "reporting recognized failures"), and reacting to a signal ("reacting to an auidial signal"; "reacting to a coach's signal").

Additional exercises for the development of athletes' attention revealed coaches' view of a relatively big number of exercises ("there are a lot of them"; "different exercises"), a need for modern devices for its development ("modern

devices”; “technical tools for development”), and suggested some exercises not mentioned in the list (“cross-country running in the wood”; “reacting to a ball or movement from behind”; “concentration exercises”).

## **Discussion**

The highest position of technical skills in coaches’ views confirms the problem in the development of attentional skills (Wang, 2016). Coaches’ assessment of the significance of psychological aspects in young boxers’ practice is also relatively high. Simultaneously, the level of agreement among coaches was low, and attention was evaluated lower than motivational components of athletes’ practice. Focusing on boxers’ motivation was also found in other studies (e.g., Nazarenko & Kolesnik, 2017).

Coaches’ answers to open questions revealed that the assessment of athletes’ attention should include testing of reaction to signals and counting errors during this process. We have developed a measurement tool in the next step of the study.

## **Study 2**

Based on our qualitative findings and previous studies in broad populations of athletes and non-athletes (e.g., Fard, Boroujeni, & Lavender, 2019; Larson, Sherlin, Talley, & Gervais, 2012; Lesiakowski, Zwierko, & Krzepota, 2013; Reigal et al., 2019; Surina-Marysheva, Malkov, & Yermolaeva, 2016), we have selected the measurement of RT as the most suitable for the assessment of boxers’ attention. Measurements of RT are useful for the investigation of attentional processes, modulating individual reactions (Coull, 1998; Posner et al., 2006). RT is also ecologically valid for a broad number of open-skills sports, referred to as reaction-based sports (Wang, 2010).

RT represents the speed of the sensorimotor circle, composed by detection of the stimulus, an afferent transfer of information, generation of the response, and a motoric response (Adleman et al., 2016). As Wang (2010) pointed, pre-motor (cognitive) RT could be improved to a greater extent than the motor (motoric response) RT. Shortening RT by improvement decision-making speed and focusing and distribution of the attention could fill a performance gap at the high-level competition, associated with high pressure, fast pace, and unpredictable situations (Wang, 2010). However, the highly individualized training program for an elite professional boxer (Larson et al., 2012) revealed no significant reduction in RT and a significant improvement only in the level of accuracy (making significantly fewer errors).

There are two main kinds of RT tasks – simple and complex (e.g., Reigal et al., 2019). The first implies a simple reaction to a single stimulus. The second

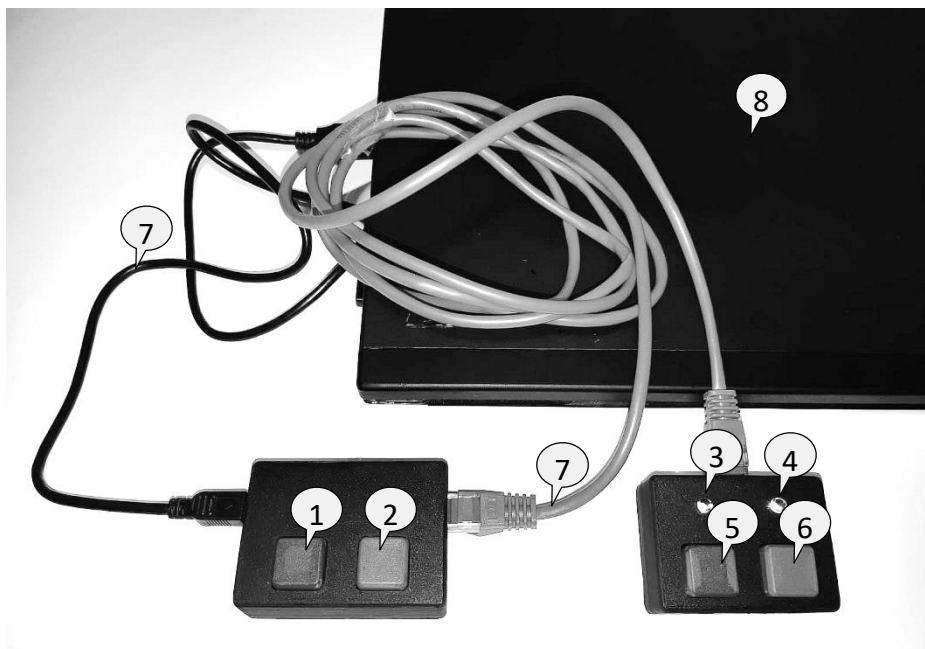


involves the identification and selection of a response to various (at least two) stimuli. Studies demonstrated relative stability of simple RT after the warm-up or a short intervention (e.g., Balilionis et al., 2012; Perrier, Pavol, & Hoffman, 2011). It lengthens in association with fatigue (Fard et al., 2019), as also shown in boxers after sparring (Hukkanen & Häkkinen, 2017). Complex RT is less investigated in association with its change (e.g., Niederer et al., 2019). Therefore, data on changing athletes' complex RT will be helpful for further investigation. In this exploratory study, we have developed a device for measuring simple and complex RT and tested young boxers before and after the 15-minutes-long warm-up.

## Method

**Participants.** Nine athletes, aged 12 to 15 ( $M = 13.9$ ,  $SD = 1.3$ , 33% females), participated in the study. Athletes' participated in the study after signed informed consent was received from their parents.

**Measures.** The measurement of RT was performed by a device based on an 8-bit AVR programmed microcontroller Arduino Nano, processor ATmega328P, frequency 16MHz, operating voltage 5V. The technical characteristics of its connection to the laptop followed the USB 2.0 standard for external devices. The terminal included two signal buttons, operated by the tester, the red and blue light-diodes, and two reaction buttons, operated by the athlete (Figure 1).



*Figure 1 Terminal for measuring reaction time: 1 – blue signal button; 2 – red signal button; 3 – blue light-diode; 4 – red light-diode; 5 – blue reaction button; 6 – red reaction button; 7 – connection wires; 8 – laptop (developed by authors)*

A two-channel digital oscilloscope Hantek DSO5102B (100MHz bandwidth, 1GSample/s) was applied for calibration of the device. The results for both signals indicated that 80% of measures were equal, and 20% of measures differ for no more than 1ms (the step in counting RT).

**Procedure.** A simple reaction task included measuring athletes' RT after the red signal was presented (red diode on). Time intervals between signals varied from 1 to 3 seconds to minimize the effect of learning. At least 10 signals were presented within this task.

A complex reaction task included measuring RT after the red or blue signal was presented. The selective reaction required pushing the red button in the case of the red signal and blue button for the blue one. Time intervals among signals were about 1 to 2 seconds. The sequence of signals included switching or repeating (up to 3 times) signals (e.g., Red-Blue-Red-Blue-Blue-Red-Red-Blue-Red...). At least 20 signals were presented.

The first measurement was performed before the warm-up. The second measure was conducted after the 15 minutes long warm-up. The warm-up protocol included dynamic stretching and basic exercises. It started with basic exercises in movement followed by dynamic stretching and shadow boxing (3 minutes).

Statistical analysis was performed by IBM SPSS 22.0 package. Statistical power was calculated by R-package 'pwr'.

## Results

A relatively low number of participants defined the use of a paired sample t-test as robust to small sample sizes. Figure 2 presents the means of simple and complex RT before and after the warm-up. The results demonstrated no significant change in simple RT after the warm-up,  $t(8) = 0.34$ ,  $p = .741$ . Athletes' complex RT decreased significantly after the warm-up,  $t(8) = 4.48$ ,  $p = .002$ . For this change, Cohen's  $d$  was 1.51 (inter-correlation between conditions  $r(8) = .75$ ,  $p = .020$ ) and observed power was .87.

For simple RT, the mean number of errors was 0.44 ( $SD = 1.33$ ) before the warm-up and 0.33 ( $SD = 0.50$ ) after it. The change was not significant,  $t(8) = 0.22$ ,  $p = .834$ . For complex RT, the mean number of errors was 1.44 ( $SD = 1.59$ ) before the warm-up and 1.56 ( $SD = 1.81$ ) after it, also demonstrating no significant change,  $t(8) = -0.23$ ,  $p = .824$ .

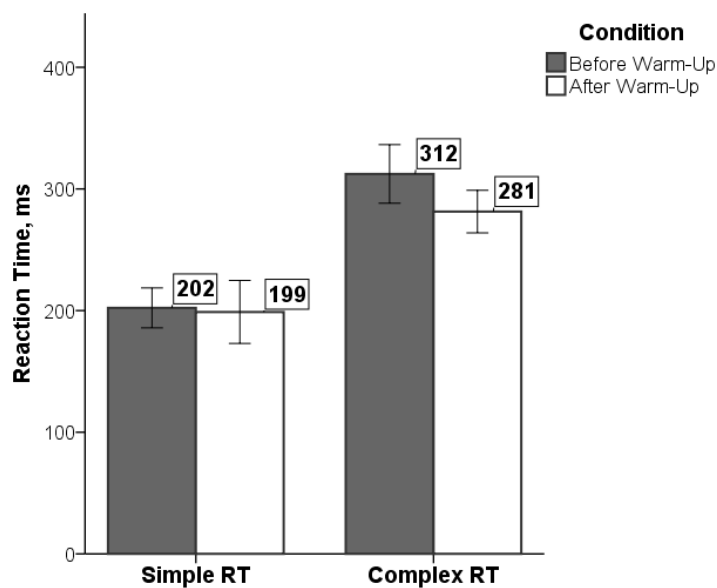


Figure 2 Simple and complex reaction time (RT) before and after the warm-up in young boxers ( $N = 9$ )

## Discussion

The results revealed a significant effect of the warm-up on complex RT and no effect on the simple RT. These findings confirmed the stability of simple RT after the short intervention (Balilionis et al., 2012; Perrier, Pavol, & Hoffman, 2011). The level of simple RT was close to RT of skilled boxers aged 20-25 (Surina-Marysheva et al., 2016). Simultaneously, we have found an improvement in complex RT associated with decision making (Reigal et al., 2019). Physical conditioning could be considered among mechanisms for this improvement (Reigal et al., 2019).

The results of this part were discussed with two coaches. They have expected that the warm-up will not affect simple RT. And one of them expected the change in complex RT. In contrast to well-known exercises for developing attention, one of the coaches asked: “Could you suggest some exercise?” This question reflected a coach’s interest in the development of boxers’ attentional skills and some lack of effective instruments in their development. Also, both coaches suggested the measurement of RT, which includes the full punch in the assessed sensorimotor circle.

## General discussion

Both parts of the study confirmed that objective measures form the basis for the feedback for athletes and coaches. We have developed a device for

measurement two main kinds of RT associated with attentional processes (e.g., Reigal et al., 2019; Surina-Marysheva et al., 2016). The review of the literature and our findings demonstrate that a specific training system should be developed for the development of boxers' attentional skills. There is no simple way for the improvement of aspects of attention.

The exploratory nature of the study resulted in some limitations. Large effect size and sufficient statistical power confirmed the significance of the change in complex RT. Simultaneously, further study should involve a broader sample of young athletes, allowing testing an interaction between the task and warm-up. Longer trials will be useful for a more detailed exploration of the level of accuracy in RT tasks. A control group is needed for testing a possible effect of learning.

### Conclusions

In sum, we have found signs of underestimation of the development of attention in boxers. We have developed a device for measuring simple and complex RT, which associates with attentional processes. The effect of the warm-up on athletes' complex RT is the main quantitative finding and, simultaneously, a question for further investigation. The development of attentional skills and shortening RT remain the challenges for coaches and athletes.

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# ОСОБЕННОСТИ ПСИХОЛОГИЧЕСКОГО БЛАГОПОЛУЧИЯ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ

## *Features of the Psychological Well-being of Student Youth*

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**Abstract.** *The purpose of the article is to study the characteristics and factors of students' psychological well-being. The basic approaches to psychological well-being studies are considered. The study was based on C. Ryff's model, according to which psychological well-being is a complex, integral phenomenon that characterizes an individual's positive functioning and is expressed in the subjective experience of life satisfaction, realization of one's own potential and depends on the subjective quality of an individual's communication with others. The empirical research tools used in the study are: Ryff's Six-factor Model of Psychological Well-being and the Questionnaire of Subjective Social Well-Being (T.V. Danylchenko). The main characteristics of modern students' psychological profile are: independence, self-sufficiency, clearly set goals and understood ways of their implementation, a large number of trusting relationships with other people and a moderate level of control over life situations. The article shows that students' psychological well-being is associated with their subjective social well-being: personal achievements alone do not make students feel psychologically well without their positive assessment from the side of their social environment. Based on the factor analysis results, students' psychological well-being factors depending on their gender are identified. Boy's psychological well-being factors are: self-sufficiency, social approval and social activity; those of girls are: self-improvement / self-realization, social noticeability (publicity), social proximity.*

**Keywords:** *factors of psychological well-being, psychological well-being, social approval, subjective social well-being.*

## **Введение**

### ***Introduction***

**Актуальность темы.** Согласно данным ВООЗ, психическое здоровье – это состояние благополучия, в котором человек реализует свои способности, может противостоять обычным жизненным стрессам,

продуктивно работать и вносить вклад в свое сообщество. В этом позитивном смысле психическое здоровье является основой благополучия человека и эффективного функционирования сообщества (WHO, 2001). Как следствие, разные аспекты проблематики психического здоровья последние несколько лет особенно активно разрабатываются специалистами разного профиля – психологами, медиками, экономистами, педагогами (Alesina, Di Tella, & MacCulloch, 2004; Huppert, 2005; Waters, 2014), – что неудивительно, ведь уровень стресса и темп жизни в целом все возрастает, а с ним – уровень информационной, эмоциональной, нервно-психической нагрузки. Все это актуализирует необходимость изучения тех факторов, которые способствуют эффективному становлению не только физического, но и психического здоровья каждого человека и общества в целом.

Справедливо утверждать, что вопросы здоровья, безопасности, образования, развития молодежи становятся приоритетными для любого общества, так как являются социальным и интеллектуальным его капиталом. Особенного внимания требует проблема психологического благополучия студентов, так как оно является важным условием эффективного освоения ими профессии и дальнейшего профессионального становления. Поэтому сегодня учебные заведения являются идеальными социальными институтами для предоставления таких возможностей и должны акцентировать свое внимание не только на академической составляющей, но и на поддержке психологического благополучия учащихся (Peterson, 2006).

Учитывая все сказанное, **цель исследования** заключается в изучении особенностей психологического благополучия студенческой молодежи.

**Объект исследования:** психологическое благополучие личности.

**Предмет исследования:** особенности психологического благополучия студентов.

## **Обзор литературы** *Literature Review*

В научной психологической литературе встречаются как теоретические, так и практические подходы к изучению благополучия как многомерной конструкции (Kern, Waters, Adler, & White, 2015). С теоретической точки зрения, благополучие – это абстрактная конструкция, которая включает в себя хорошее самочувствие и такое же функционирование (Huppert, 2014). Для психологической практики необходимо определить основания для внутреннего баланса личности и ее самореализации. Главной проблемой при анализе таких детерминант



является вопрос соотношения внутреннего и внешнего. Результаты исследований (Kahneman & Tversky, 2000) свидетельствуют, что внешние события и объективные условия жизни незначительно влияют на общее благополучие и его поддержание. В то же время, личные качества, сформированные в процессе социализации, оказывают большее влияние на повышение показателей благополучия (Magnus & Diener, 1991). В связи с этим учеными проводились комплексные исследования сферы психологического и субъективного благополучия, где анализировалось соотношение разных факторов: социальных, индивидуальных, демографических, культурных и т.д. (Diener, 2009). Сформировались отдельные направления подобных исследований: с акцентом на кросс-культурном сравнении (Phinney, Horenczyk, Liebkind, & Vedder, 2001; Sujoldžić & Lucia, 2007; Berry & Sabatier, 2011 и др.); возрастных особенностях (Diener & Suh, 1997), гендерных отличиях (Tesch-Roemer, Motel-Klingebiel, & Tomasik, 2008; Meisenberg & Woodley of Menie, 2015; Batz & Tay, 2018) и другие. При попытке объяснить гендерные различия в благополучии в литературе упоминаются несколько факторов: структурные, социокультурные и биологические (Batz & Tay, 2018). К структурным факторам относятся различные возможности мужчин и женщин в экономической, политической, социальной, образовательной и других сферах: различия в доступе к образованию, в доходах, представленность в правительстве, что может привести к разнице в восприятии своих возможностей (Oishi & Diener, 2014; Ruth & Napier, 2014). В группу социокультурных факторов могут входить различия в социальных ожиданиях и нормах по отношению к мужчинам и женщинам (Eagly & Karau, 2002). Идея наличия биологических предпосылок для счастья и благополучия также подвергалась эмпирической верификации, в том числе исследования гендерных различий (физических и физиологических) в их проявлении (Roysamb, Harris, Magnus, Vitterso, & Tambs, 2002).

Анализ исследований психологического благополучия студентов свидетельствует о том, что сегодня гораздо больше известно о влиянии негативных эмоций и состояний (например, депрессии) на успехи студентов, чем взаимосвязь этих состояний с переживанием счастья и удовлетворенностью жизнью (Salami, 2010). В то же время, более высокий уровень психологического благополучия студентов положительно связан с оптимизмом, ценностью здоровья, религиозностью, и отрицательно – с духовностью и количеством сексуальных партнеров (Burriss, Brechting, Salsman, & Carlson, 2009). Ряд работ также посвящен изучению факторов формирования и поддержания психологического благополучия студентов (Ridner, Newton, Staten, & Crawford, 2010), особенностей трансформации его показателей за время обучения в университете (Linley, Maltby, Wood,

Osborne, & Hurling, 2009) и многих других, но очевидно, что они требуют дополнения и обновления.

В основу нашего исследования была положена модель К. Рифф (Ryff, 1995), согласно которой психологическое благополучие является сложным, интегральным феноменом, который характеризует позитивное функционирование личности и выражается в субъективном переживании удовлетворенности жизнью, реализации собственного потенциала и зависит от субъективного качества коммуникации личности с окружающими. Многокомпонентность модели К. Рифф делает ее очень удобной для измерения разных аспектов благополучия.

### **Методология** *Methodology*

В исследовании приняло участие 109 испытуемых в возрасте от 18 до 22 лет, студенты факультета психологии Киевского национального университета имени Тараса Шевченко. Из них 67 девушек и 42 юноши.

С целью определения особенностей психологического благополучия студентов использовались опросник субъективного социального благополучия (Danylchenko, 2018) и шкала психологического благополучия К. Рифф (адаптированная Т. Д. Шевеленковой и Т. П. Фесенко, 2005).

Для статистической обработки полученных данных использовались следующие методы: описательные статистики (нахождение средних величин, процентное распределение), U-критерий Манна-Уитни и t-критерий Стьюдента (для сравнения двух выборок), корреляционный и факторный анализы. Обработка эмпирических данных осуществлялась с помощью компьютерной программы SPSS 20.0.

### **Результаты и дискуссия** *Results and Discussion*

С помощью описательных статистик определены средние значения по шкалам психологического благополучия по методике К. Рифф (табл. 1).

В соответствии со шкалой нормативных значений с учетом категориальных переменных, таких как: пол и возраст, которые предложены в адаптированном варианте методики К. Рифф (версия Т.Д. Шевеленковой и Т.П. Фесенко, 2005), выявлено, что показатели средних значений находятся в пределах определенной нормы. Однако, по шкале «положительные отношения» и «психологическое благополучие» значения несколько ниже, чем предполагает вариант нормы, как для девушек, так и для юношей. Значения по шкале «личностный рост» и

«автономия» несколько выше нормы. Это свидетельствует о заниженной ценности межличностных отношений, акцентирование на личностном росте и автономии, что не способствует полноте ощущений, касающихся психологического благополучия. Подобные результаты выявлены и в исследовании Л. Сердюк (Serdiuk, 2011). Она описывает сложную личностную детерминацию психологического благополучия студентов и указывает на то, что важная роль в ней принадлежит факторам личностной автономии, самовыражения, реализации своей природы, раскрытия своего творческого потенциала, целеустремленности, позитивным отношениям с окружением и самоэффективности.

*Таблица 1. Показатели средних значений по шкале психологического благополучия (Шкала психологического благополучия К. Рифф) (Ryff, 1995)*

*Table 1 Average values for the psychological well-being indicators (Ryff's Psychological Well-being Scale) (Ryff, 1995)*

Шкалы	Среднее значение	Норма (20-35 pp.)	
		Юноши	Девушки
Положительные отношения	59,72	63	65
Автономия	59,43	56	58
Управление окружающей средой	58,57	57	58
Личностный рост	67,17	65	65
Цель в жизни	62,04	63	64
Самопринятие	59,38	59	61
Психологическое благополучие	361,25	363	370

Данные процентного распределения показатели психологического благополучия по уровням свидетельствуют о том, что большинство студентов имеют преимущественно средний уровень выраженности по всем шкалам методики. Анализируя данные по отдельным шкалам, можно говорить о том, что большинство студентов имеют доверительные отношения с окружающими, склонны строить систему собственного взаимодействия с ними на взаимных уступках с учетом интересов партнеров, проявляют заботу по отношению к окружающим. Почти для всех студентов характерна самостоятельность, независимость, желание провозгласить мыслям и поступкам, которые навязываются извне, ориентироваться на собственный опыт и мнение при принятии важных решений. Студенты преимущественно склонны контролировать внешнюю деятельность, эффективно использовать возможности, которые возникают, и не ощущают больших трудностей при организации повседневной деятельности. Кроме этого, они стремятся к постоянному саморазвитию, открыты новому опыту, имеют четко определенные ориентиры, направленные на реализацию жизненных целей, положительно оценивают

свое прошлое, принимают собственные как положительные черты, так и недостатки. Такие результаты вполне ожидаемыми с учетом возрастных характеристик испытуемых и вида их ведущей деятельности – учебно-профессиональной, что часто сопровождается параллельным трудоустройством и поиском все новых путей развития и самореализации.

Далее рассмотрим результаты по шкалам субъективного социального благополучия (опросник Danylchenko, 2018) (табл. 2).

*Таблица 2. Средние значения по шкалам субъективного социального благополучия (Опросник субъективного социального благополучия Т.В. Данильченко)  
Table 2 Average values for the subjective social well-being scales (the Questionnaire of Subjective Social Well-Being) (Danylchenko, 2018)*

Шкалы	Среднее значение
Социальная заметность	41,72
Социальная дистантность	19,51
Хорошие отношения с близкими	37,25
Социальное одобрение	35,44
Положительные социальные убеждения	20,60
Субъективное социальное благополучие	115,44

Все показатели по шкалам субъективного социального благополучия студентов находятся на среднем уровне выраженности. Только по шкале «Положительные социальные убеждения» показатели находятся на уровне выше среднего. Это свидетельствует о том, что у студенческой молодежи в структуре социальных потребностей в одинаковой степени проявляются: социальное одобрение, социальное принятие, социальная заметность, хорошие отношения с близкими. Эти результаты согласуются с растущим объемом научных данных, которые подтверждают важность позитивных отношений с другими людьми, наличия поддержки окружающих, ощущения взаимосвязи с ними, что влияет на переживания надежды, благодарности и удовлетворенности жизнью в целом (Taylor, 2011; Kern, Waters, Adler, & White, 2015).

Для дальнейшего анализа изучались особенности проявления психологического и субъективного социального благополучия у юношей и девушек. По показателям шкал психологического благополучия выявлено значимое отличие только по шкале автономии: юноши имеют значимо выше показатели, чем девушки ( $U=332$ ;  $p=.047$ ). Относительно субъективного социального благополучия выявлено, что девушки имеют значимо выше показатели по шкале «хорошие отношения с близкими», по сравнению с юношами ( $t=1,846$ ;  $p=.049$ ). Подобные тенденции (значимость для женщин хороших отношений с близкими людьми) прослеживаются и в

более ранних исследованиях психологического благополучия (Ruini, Ottolini, Rafanelli, Tossani, Ryff, & Fava, 2003).

Для определения связей между шкалами психологического благополучия и субъективного социального благополучия использовался корреляционный анализ.

Психологическое благополучие студентов связано с субъективным социальным благополучием ( $r=.423$ ;  $p\leq.01$ ) и его шкалами: социальной заметностью ( $r=.313$ ;  $p\leq.01$ ), хорошими отношениями с близкими ( $r=.480$ ;  $p\leq.01$ ), социальным одобрением ( $r=.247$ ;  $p\leq.05$ ) и положительными социальными убеждениями ( $r=.412$ ;  $p\leq.01$ ). В свою очередь, субъективное социальное благополучие связано со шкалами психологического благополучия: положительными отношениями ( $r=.315$ ;  $p\leq.01$ ), управлением окружающей средой ( $r=.481$ ;  $p\leq.01$ ), личностным ростом ( $r=.247$ ;  $p\leq.05$ ), целями в жизни ( $r=.416$ ;  $p\leq.01$ ). Личностный рост и достижение целей сами по себе не дают личности ощущение психологического благополучия без положительной их оценки со стороны социального окружения.

Для обобщения структурных компонентов психологического благополучия использовался факторный анализ методом главных компонентов с облимин вращением для групп юношей и девушек с целью определения их особенностей в зависимости от пола. Анализ адекватности факторной модели с помощью критерия сферичности Бартлетта и мера выборочной адекватности Кайзера-Мейера-Олкина (КМО) подтвердил целесообразность дальнейшего факторного анализа для двух моделей, поскольку критерий Бартлетта ( $p<.001$ ) и КМО (.597 (юноши) и .588 (девушки)) является достаточным для его проведения.

В результате выделены три фактора психологического благополучия юношей, которые объясняют 84% совместной дисперсии кумулятивного показателя (табл. 3).

Факторами психологического благополучия юношей-студентов является как личностные характеристики, которые предполагают активную жизненную позицию, целеобразование и личностный рост, а также положительный посыл со стороны социума и умение строить эффективное взаимодействие с окружающими. О соотношении социального контекста и личностных особенностей как необходимого условия психологического роста, целостности и благополучия личности, упоминается в теориях мотивации и концепции потребностей (Self-determination theory). Так, различные процессы целеобразования по-разному связаны с эффективностью и благополучием личности, а разные содержания целей, – с качеством поведения и психического здоровья (например, блокирование автономии приводит к снижению мотивации, эффективности и благополучия) (Deci & Ryan, 2000).

**Таблица 3. Факторные нагрузки показателей психологического благополучия юношей**

**Table 3 Factor loads for the indicators of boys' psychological well-being (Kovalenko, Hryshchuk, & Rohal, this study)**

№	Название фактора	Шкалы	% дисперсии
1	Самодостаточность	Цель в жизни (,932) Личностный рост (,913) Самопринятие (,901) Управление средой (,810) Автономия (,693)	47%
2	Социальное одобрение	Социальное одобрение (,959) Социальная дистантность (-,903) Хорошие отношения с близкими (,864) Социальная заметность (,854) Положительное отношение (,645)	28%
3	Социальная активность	Положительные отношения (,930) Положительное отношение (,546) Управление средой (,542)	9%

Для группы девушек-студенток выделены также три фактора, которые объясняют 78,5% совместной дисперсии (табл. 4).

**Таблица 4. Факторные нагрузки показателей психологического благополучия девушек**

**Table 4 Factor loads for the indicators of girls' psychological well-being (Kovalenko, Hryshchuk, & Rohal, this study)**

№	Название фактора	Шкалы	% дисперсии
1	Самосовершенствование/ Самореализация	Личностный рост (,893) Автономия (,839) Самопринятие (,829) Положительные отношения (,811) Цель в жизни (,812)	51,9%
2	Социальная заметность (Публичность)	Социальная заметность (,893) Субъективное социальное благополучие (,895) Социальное одобрение (,828) Хорошие отношения с близкими (,745)	19,6%
3	Социальная близость	Социальная дистантность (-,858) Хорошие отношения с близкими (,743) Положительные социальные убеждения (,657)	7%

Факторами психологического благополучия девушек-студенток также являются личностные характеристики, связанные с самореализацией и самоусовершенствованием, включающие личностный рост и цели в жизни, а также положительные отношения. Кроме этого, в психологическом благополучии девушек более значимой является социальная сфера, которая содержит хорошие отношения с окружением и положительную обратную связь от него. В отличие от юношей, у которых фактор самодостаточности предполагает личностные достижения без учета характеристик социума, у девушек все факторы психологического благополучия содержат социальные характеристики: как публичность в социальном окружении, так и близость в отношениях на разных уровнях. Такие отношения строятся преимущественно на положительных убеждениях и эмоциях (вера в людей, их честность, доброту и т.д.). Подобные результаты выглядят вполне обоснованными, так как появляется все больше данных о связи между положительными эмоциями и другими положительными результатами, включая успех на работе, хорошие отношения и лучшее здоровье (e.g. Howell, Kern, & Lyubomirsky, 2007; Lyubomirsky, King, & Diener, 2005).

### **Выводы** *Conclusions*

Эмпирическое исследование психологического благополучия студентов дало возможность выявить его характеристики, связи с другими характеристиками личности и факторы.

Показатели психологического благополучия юношей и девушек сходны и имеют средний уровень выраженности, хотя выявлены определенные особенности. Девушки имеют выше показатели отношений с близкими, по сравнению с юношами, которые имеют выше показатели автономии: стремление быть независимыми, самостоятельными, принимать решения без учета мнений окружающих людей.

Психологическое благополучие студентов связано с субъективным социальным благополучием, а также его шкалами: социальной заметностью, хорошими отношениями с близкими, социальным одобрением и положительными социальными убеждениями. Субъективное социальное благополучие студентов связано с положительными отношениями, управлением окружающей средой, личностным ростом, целями в жизни. Поэтому можно говорить о том, что личностные достижения сами по себе не делают студентов благополучными без положительной их оценки со стороны социального окружения.

Результаты факторного анализа показали, что факторами психологического благополучия юношей являются: самодостаточность (четкость жизненной цели и задач, поиск путей личностного роста, положительное отношение к себе, власть и компетентность в управлении окружающими людьми, самостоятельность и независимость); социальное одобрение (потребность в одобрении со стороны окружения, которое достигается через поддержание хороших отношений с близкими людьми); социальная активность (построение эффективного взаимодействия с окружением и контроль над внешней деятельностью).

Психологическое благополучие девушек также имеет три фактора: самоусовершенствование/ самореализация (стремление к развитию, поиску нового и высокий уровень самостоятельности); социальная заметность (публичность) (уверенность в себе, социальное взаимодействие, которое проявляется в хороших отношениях с окружением); социальная близость, которая строится на положительном отношении к окружающим людям.

### **Summary**

The article purpose is to study the characteristics and factors of students' psychological well-being. The basic approaches (theoretical and practical) to psychological well-being studies are considered. The study was based on C. Ryff's model, according to which psychological well-being is a complex, integral phenomenon that characterizes an individual's positive functioning and is expressed in the subjective experience of life satisfaction, realization of one's own potential and depends on the subjective quality of an individual's communication with others. The empirical research tools used in the study are: Ryff's Six-factor Model of Psychological Well-being and the Questionnaire of Subjective Social Well-Being (T.V. Danylchenko).

The main characteristics of modern students' psychological profile are: independence, self-sufficiency, clearly set goals and understood ways of their implementation, a large number of trusting relationships with other people and a moderate level of control over life situations.

There are differences in the psychological well-being indicators of boys and girls: girls have better and closer relationships with the nearest and dearest, boys demonstrate higher autonomy. The article shows that students' psychological well-being is associated with their subjective social well-being: personal achievements alone do not make students feel psychologically well without their positive assessment from the side of their social environment.

Based on the factor analysis results, students' psychological well-being factors depending on their gender are identified. Boy's psychological well-being factors are: self-sufficiency (self-support and independence, clarity of life goals and objectives, the search for ways of personal growth, a positive attitude towards oneself, power and competence in managing people around), social approval (the need for approval from people around, which is achieved via good relations with loved ones) and social activity (building effective interaction with the environment and control over external activities); those of girls are: self-improvement / self-realization (desire for development, search for novelty and high



independence), social noticeability (publicity) (self-confidence, social interaction, which manifests itself in a good relationship with a neighbor), social proximity (positive attitudes towards people around).

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# THE MEDIATION EFFECT OF SELF-ESTEEM ON THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND COLLECTIVE SELF-ESTEEM IN THE SAMPLE OF LATVIAN ARTS THERAPISTS

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**Abstract.** *The purpose of this study was to examine the relationship among personality traits, self-esteem and collective self-esteem of Latvian Arts therapists and specifically to examine a potentially mediating role of self-esteem on the correlation between personality traits and collective self-esteem. The sample of the study consisted of 81 Arts therapists of whom data for 74 AT were analysed. The data were collected by Latvian Personality Inventory (LPI-v3), Collective Self-Esteem Scale (CSES), Rosenberg Self-Esteem Scale (RSES) including the demographic data. Pearson correlations indicated significant negative moderate correlation between self-esteem and LPI scale Neuroticism, positive moderate correlation between self-esteem and CSES scale Membership self-esteem and between LPI scale Neuroticism and CSES scale Membership self-esteem, therefore mediation analysis was applied to examine the effect of self-esteem on a relationship between Neuroticism and Membership Self-Esteem. Sobel test was used to test the significance of a mediation effect. Results indicated Self-esteem as a significant mediator in the relationship between Neuroticism and Membership self-esteem. The findings of this research suggest that emotional stability and self-esteem influence Latvian Arts therapist's sense of identifying themselves as members with their professional group. These results are important for further development of Latvian Arts therapist profession to strengthen Art therapist's professional identity.*

**Keywords:** *arts therapists, personality traits, self-esteem, collective self-esteem.*

## Introduction

The profession of Arts therapists' in Latvia has experienced rapid growth over different time periods, including various changes in the legal framework and the curriculum. Each period marks differences in the professional activities, for example changes in occupational status, therefore generating several generations of Latvian Arts therapists (Mārtinsone, 2016). Thus, Arts therapist's perspective

about their status and role has developed according to the specifics of each time period which were influenced by the political and economic situation in the country, cultural and artistic traditions, human resources and availability, as well as existing legal regulations (Mārtinsonē, Mihailova, Mihailovs, Majore-Dūšele, & Paipare, 2008). Due to the previously mentioned various changes in the profession's development, Arts therapists regarding their professional group can describe themselves by using "I" or "We" title, and therefore a question arises to what extent these titles are related. Thus, the intention of this article is to discuss the links between individual and social factors which influence the sense of belonging to the professional group. The connection between personality traits and profession have been widely discussed in the literature (Edwards, 1991; Kristof-Brown, 2007), as well as the importance of the collective self-esteem in terms of occupational level (Yu, 2008). Moreover, self-esteem is one of the phenomena related to the "I" concept, for example, to personality traits (Weidmann, Lederman, Robins, Gomez, & Grob, 2018), as well as to "We" or the collective identity (Sharma & Agarwala, 2013), but there is a lack of research studying the relationships among these three concepts.

Personality traits are defined as dimensions that characterize differences in thinking, feelings, and action of an individual (Costa & McCrae, 1992). The Five-Factor Model, its analogue based on the lexical studies – The Big Five model (Goldberg, 1990), and the HEXACO model (Lee & Ashton, 2004) are most used in the research to conceptualize human personality. Personality factors within the Five-Factor Model include *Neuroticism*, *Openness*, *Extraversion*, *Agreeableness* and *Conscientiousness* whereas HEXACO model as personality characteristics include *Extraversion*, *Emotionality*, *Openness to Experiences*, *Agreeableness*, *Conscientiousness* and *Honesty - Humility*. One of the definitions of personality traits distinguish that "Personality traits are the relatively enduring patterns of thoughts, feelings, and behaviors that reflect the tendency to respond in certain ways under certain circumstances" (Roberts, 2009, p.140). Although personality traits are considered as relatively stable factors, though traits can change through different stages of life (Roberts, Walton, & Viechtbauer, 2006) because of life experiences and sociocultural environments, clinical and subclinical trials and intentional interventions (Allemand & Fluckiger, 2017). Moreover, changes might occur in different levels (Wrutz & Roberts, 2016) including broad level traits (e.g. Neuroticism), habits and the states level. Theoretical models suggest bidirectional relations among these levels which means changes can occur both on traits and states level.

Collective self-esteem refers to the one's perception of the importance of membership in a social group as well as to the value of membership and emotional significance of belonging to this group (Luhtanen & Crocker, 1992; Butler & Constantine, 2005) and collective self-esteem is part of the collective identity

phenomenon. Authors have been defined four aspects of collective self-esteem. Private collective self-esteem characterizes an individual's satisfaction with belonging to a particular social group whereas public collective self-esteem reflects to the social assessment of the social group. The importance of identity describes the extent to which membership of a social group is linked to an individual's personal identity. Membership self-esteem illustrates the sense of the value and significance within a social group. One of the research question scholars have paid attention, is collective self-esteem and job satisfaction for professionals. In fact, collective self-esteem has been recognized as a mediator between job satisfaction and burnout (Yu, 2008). Research of Korean music therapists' collective self-esteem, job satisfaction, and burnout concluded that higher scores on collective self-esteem lead to higher job satisfaction, therefore reducing level of burnout (Kim, 2012). It should be noted that an important aspect of the collective self-esteem studies is the multidisciplinary team and the clarity of roles within the team. Results indicate that music therapists working within the multidisciplinary team show higher rates on the level of burnout than non-team therapists (Hills, Norman, & Forster, 2000).

Self-esteem implies as “individual’s subjective evaluation of his or her worth as a person” (Donnellan, Trzesniewski, & Robins, 2011, p. 718). More than half century ago sociologist Morris Rosenberg developed self-esteem scale (Rosenberg, 1965) which is widely used measure nowadays in science. Low self-esteem is associated with one’s negative assertiveness towards self-concept (Cast & Burke, 2002) therefore correlating to several negative outcomes such as depression (Zeigler-Hill, 2011). Moreover, in a research study by Donnellan and colleagues (2005) it was concluded that low self-esteem might predict potential externalized problems in future. This means that individual with low self-esteem might experience several problematic issues across forthcoming lifetime periods. In opposite, high self-esteem individuals perceive themselves as worth human beings which leads to satisfying work life (Kuster, Orth, & Meier, 2013), stronger mental health (Tracy, Cheng, Robins, & Trzesniewski, 2009), social relationships (Baumeister, Campbell, Krueger, & Vohs, 2003) etc. Moreover, the level of self-esteem might be related to individual’s subjective feeling about being rejected or in contrast – being acceptant (DeHart, Pelham, & Murray, 2004.) Thus, self-esteem influences one’s ability to build a relationship with peer colleagues and moreover, to sense the feeling of becoming a member of a social group.

Personality traits and self-esteem has been a broadly discussed research topic among scholars (Weidmann et al., 2018) and it was shown that individuals with a higher self-esteem are more emotionally stable (low neuroticism), more extravert and conscious. Moreover, there has been found a positive correlation of self-esteem and collective self-esteem (Sharma & Agarwala, 2013). Thus, it can be assumed that there might be interrelation between neuroticism, extraversion,

consciousness, self-esteem and collective self-esteem. Regarding employment, individuals belong to particular social group, creating positive or negative self-esteem of this group, which is also known as a collective self-esteem, and this might influence the ability to identify oneself of who I am as a professional. As mentioned before, Latvian Arts therapists might differ in terms of education, curriculum, legal status, and therefore it is important to understand the factors, which might interfere their ability to define themselves to a new professional group. The sense of “*who am I*” can change through several stages of one’s life span. Therefore, it can be assumed that sense of “*who am I*” as a professional also might change through developmental processes. Instead of discussing the formation of personal or collective identity, this paper focuses on the links between these two forms of identity. The purpose of this study was to examine the relationship among personality traits, self-esteem and collective self-esteem of Latvian Arts therapists (AT) and specifically to examine a potentially mediating role of self-esteem on the correlation between personality traits and collective self-esteem.

The main questions of this study are:

- (1) What is the relationship between self-esteem and aspects of the collective self-esteem in the sample of Latvian Arts therapists?
- (2) What is the relationship between personality traits and the aspects of the collective self-esteem in the sample of Latvian Arts therapists?
- (3) Is there a mediation effect of self-esteem on relationship between any personality trait and any aspect of the collective self-esteem in the sample of Latvian Arts therapists?

## **Methods**

### **Participants**

Participants were 81 Latvian Arts therapist and the data analysed for 74 AT (aged from 26 to 58 years). All surveys were valid for data analyses. Seven participants scored high on a Lie scale of LPA-v3 and they were excluded for further data analysis. Participants were Latvian Arts therapist who a) have the second level professional higher education in health care and professional qualification as Arts therapist specializing in one of the 4 specializations (arts, dance and movement, music, drama) or equivalent education and b) who are practicing as an Art therapist in one of the above mentioned specializations.

### **Measures**

*The Latvian Personality Inventory* (LPA-v3; Perepjolkina & Reņģe, 2013) consists of 100 self-report items which are scored on a 5-point Likert scale ranging from 1 "strongly disagree" to 5 "strongly agree". LPA-v3 allows to assess six personality factors (Neuroticism, Extraversion, Openness to experience,

Agreeableness, Conscientiousness and Honesty-Humility) and 24 facets. There are 16 items per each factor-scale, 4 items per facet-scale, and 4 additional items for Lie scale. Ratings were made on a 5-point Likert scale ranging from 1 completely disagree to 5-completely agree. Cronbach's alpha values are between 0.81 and 0.90.

**Rosenberg Self-esteem Scale** (Rosenberg, 1965; adapted from Latvian (Miltuze, 1996)) contains 10 statements, which can be rated from 1 "strongly agree" to 4 "strongly disagree". Maximum score 40; minimum - 10. A higher score indicates a higher self-esteem. Cronbach's alpha 0.84 ( $\alpha = 0.84$ ).

**The Collective Self-Esteem Scale** (Luhtanen & Crocker, 1992; adapted in Latvian (Ezerina, Kleina, Martinsone, & Purvlice, 2018)) contains 16 statements measuring 4 subscales (Membership Self-Esteem, Private Collective Self-Esteem, Public Collective Self-Esteem, Importance to Identity). Each subscale consists of 4 statements which are scored by 7-point Likert scale ranging from 1 "strongly disagree" to 7 "strongly agree". Cronbach's alpha values are between 0.76 and 0.85.

### **Procedure**

The online survey was distributed to the Latvian Arts therapists with the assistance of professional associations – Latvian Arts therapies association union, Latvian Art Therapy Association, Latvian Dance Movement Therapy Association, Latvian Drama Therapy Association, Latvian Music Therapy Association. Professional associations received an email with information about the study (authors, aims, tasks, contact information, etc.) with a request to forward the online survey to their association members. Participants were informed about confidentiality, and each participant confirmed his / her agreement to participate in the study by completing the questionnaire. The participants were informed that the data would be processed and analysed in aggregate form.

### **Research results**

The analyses started by detecting the correlations among the variables to find answers on the first two questions of the research. Table 1 presents the outcome of Pearson correlations analysis indicating, that self-esteem, as it was expected, positively weekly to moderately correlate with all aspects of the collective self-esteem, ranging from  $r = .23$ ;  $p > .05$  with Public Collective Self-Esteem to  $r = .47$ ;  $p < .01$  with Membership Self-Esteem.

As to the answer to the second question, results show, that Neuroticism is negatively strongly associated with self-esteem, moderately with Membership Self-Esteem and weekly with Private Collective Self-Esteem; Openness to Experience was found to be positively weekly correlated to the self-esteem, Memberships Self-Esteem and Importance to Identity, but Conscientiousness is



weekly positively associated only with Self-Esteem and Importance to Identity aspect of the collective self-esteem. Agreeableness was found to be weekly positively associated only with self-esteem, but no with any aspect of the collective self-esteem, and Honesty-Humility is not associated no with self-esteem, no with any aspect of the collective self-esteem.

*Table 1 Correlations among personality traits, self-esteem and collective self-esteem*

Scale	2.	3.	4.	5.	N	E	O	C	A	H
1. Self-Esteem	<b>.47**</b>	.23	<b>.31**</b>	<b>.28*</b>	<b>-.68**</b>	.18	<b>.30**</b>	<b>.27*</b>	<b>.27*</b>	.09
2. Membership Self-Esteem		<b>.33**</b>	<b>.58**</b>	<b>.44**</b>	<b>-.45**</b>	-.02	<b>.26*</b>	.19	-.03	-.01
3. Public Collective Self-Esteem			<b>.63**</b>	.18	-.12	.00	-.06	.13	.10	-.05
4. Private Collective Self-Esteem				<b>.36**</b>	<b>-.24*</b>	.04	.20	.11	.09	.11
5. Importance to Identity					-.19	.17	<b>.26*</b>	<b>.28*</b>	.06	-.00

Note: \*  $p < .05$

\*\*  $p < .01$

N = Neuroticism, E = Extraversion, O = Openness to Experience, C= Conscientiousness, A = Agreeableness, H = Honesty-Humility.

Regarding the third question of this research and based on the results presented in the Table 1, Neuroticism is the only personality trait, which is strongly enough correlated with both self-esteem and membership self-esteem. Self-esteem has a positive moderate correlation to membership self-esteem ( $r = .45$ ;  $p < .01$ ) and negative moderate correlation to Neuroticism ( $r = -.68$ ;  $p < .01$ ), whereas Membership Self-Esteem has a negative moderate correlation to Neuroticism ( $r = -.45$ ;  $p < .01$ ). Therefore, self-esteem might be considered as a mediator between Neuroticism and Membership Self-Esteem. In order to examine this, Baron and Kenny (1886) mediation model was applied.

The results (see Fig.1) showed that Neuroticism significantly predicted Self-Esteem ( $B = -0.282$ ,  $\beta = -0.681$ ,  $p < .001$ ) (path a); Self-Esteem had a significant impact on Membership Self-Esteem ( $B = 0.060$ ,  $\beta = 0.311$ ,  $p < .05$ ) after controlling the impact of Neuroticism (path b). Moreover, the total effect (path c) of Neuroticism on Membership Self-Esteem was significant ( $B = -0.036$ ,  $\beta = -0.451$ ,  $p < .001$ ). The direct effect (path c') of Neuroticism on Membership Self-Esteem vanished after controlling the impact of Self-Esteem ( $B = -0.019$ ,  $\beta = -0.240$ ,  $p = .091$ ). Congruent with these results, the Sobel test indicated a

significant mediation effect (Sobel test = -2.137, SE = .008,  $p = .033$ ). Thus, findings support a model in which self-esteem fully mediated the relationship between Neuroticism and Membership Self-Esteem.

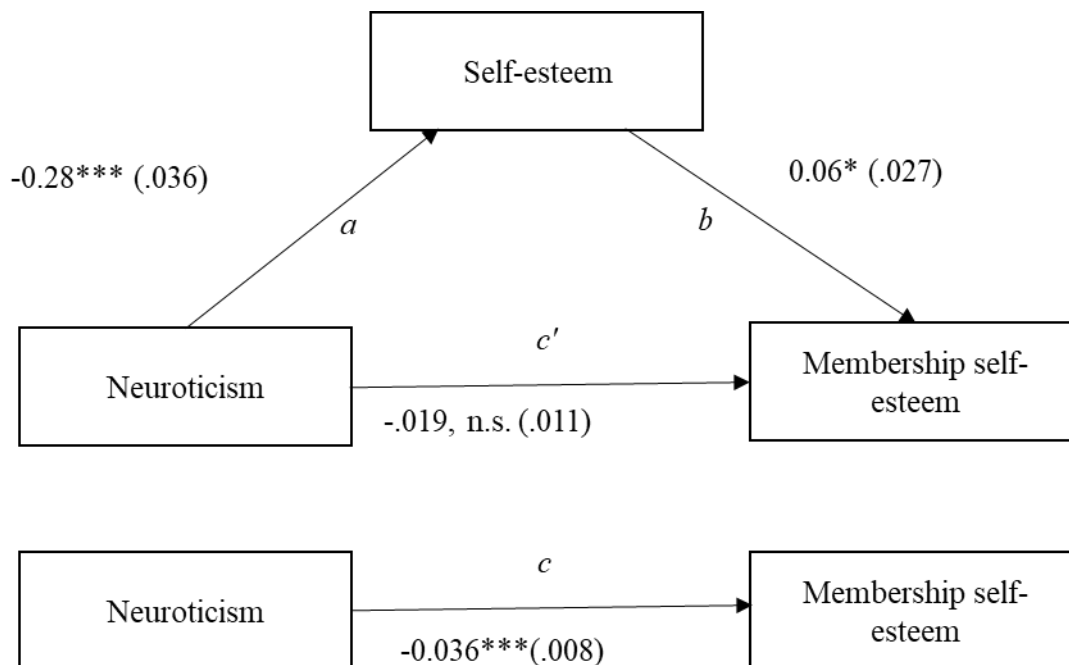


Figure 1 Mediation model for Neuroticism, Self-esteem and Membership self-esteem  
*N* = 74. Values shown are unstandardized coefficients and standard errors in parentheses.  
 \*\*\* $p < .001$ . \* $p < .05$

## Discussion

The purpose of this study was to investigate the relationships among personality traits, self-esteem and collective self-esteem for Latvian Arts therapists. As results indicated significant moderate correlations among the above-mentioned variables, mediation analysis was applied which confirmed self-esteem as a mediator between LPI-v3 scale Neuroticism and CSES Membership Self-Esteem.

Regarding the purpose of this paper, data indicated several important aspects. Firstly, the findings of this study confirmed that emotional stability and self-esteem are interrelated, which means that individuals with higher self-esteem are more emotional stable and vice versa. Thus, it can be assumed that therapists should work on their emotional stability. However, as discussed in the introduction, changes in personality traits might occur in different levels, and most common the changes occur in states than traits level. It is not impossible to change the trait, but this might require more time and financial resources than changes in the stated level. Therefore, it might seem more effective to strengthen one's self-

esteem, and there are several methods on how to do this, for example, supervisions, self-therapy, coaching, mentoring etc. Secondly, data indicated that individuals with higher self-esteem might also have stronger membership self-esteem. This has also been supported already in literature as individuals with higher self-esteem might be more active in building social relationships. This could mean that one's confidence in himself / herself could lead to the sense of value and significance for a membership of some social groups. Thus, Arts therapists who have enough self-confidence might have the same confidence about their profession and work, therefore it might be easier for them to identify themselves with their professional group members. In contrast, those Arts therapists with lower self-esteem, who are unsure about themselves and who question their worth, skills and abilities, might not identify with the professional group as they might feel as worthless members. Thirdly, data suggest that also emotional stability might relate to the sense of being a member of social group.

In terms of the interrelations, mediation analysis confirmed that therapist's sense of identifying himself / herself as a member of a group is related to personality and mediated by self-esteem. This means that strengthening therapist's self-esteem could support therapist's perspective choosing *I* or *We* viewpoint when thinking about belonging to the professional group. As previously mentioned, Latvian Arts therapists have experienced rapid change through the development process of their profession. Thus, it would be important to strengthen their ability to identify themselves with their professional group.

The main limitation of this study is the relatively small sample size. The study can be repeated in larger sample size including more data analysis methods, for example, including qualitative methods.

Despite the limitations, the results of this study are important for the further development of Latvian Arts therapists profession to strengthen therapist's professional identity. One way on how to complete this could be by strengthening their self-esteem as professionals. This is not only important in terms of their belonging to their professional group, but also regarding their daily work as previous research suggest that therapists with positive self-esteem, who know their worth, are more effective in work with clients and patients. Overall it can be concluded that individual factors as personality and self-esteem play a role in terms of therapist's identification with a social group. Therefore, not only social activities promote one's ability to feel a member of a team, but the focus should be also on individual factors.

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# KRIEVISKI RUNĀJOŠO VIDUSSKOLĒNU VĒRTĪBU KONFLIKTU SALĪDZINĀJUMS BALTIJAS VALSTĪS

## *Comparison of Russian-speaking Secondary School Students' Value Conflicts in the Baltic States*

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**Abstract.** *In this research differences between discrepancies in evaluations of value importance and reachability of Russian-speaking high school students from Estonia, Lithuania and Latvia were examined. The study sample included 30 high school students from Latvia, 30 from Estonia and 30 from Lithuania aged 16 to 18. All students completed value-rating survey developed by Fantalova (Fantalova, 2011) and demographic questionnaire. Results have shown that the key values in all the Baltic countries are similar: health, love, happy family and friends. There is basically no statistically significant difference between value importance, value reachability, and value conflicts. Statically significant differences between Latvian and Lithuanian pupils are in the following values: beauty of nature and art, but there are statistically significant differences between Latvian and Estonian pupils in the following values: materially secured life, interesting work. It was found that in these three samples value conflicts don't creates enough tension to motivate action. It can thus be assumed that the migration of school graduates possibly is not linked to the inability to realize the values that are important to them in their country. As the tension between values grows, the reasons why young people emigrate from one of the Baltic countries may be different.*

**Keywords:** *high school students, values, Baltic States, internal conflict, internal vacuum, neutral zone.*

### **Ievads**

#### ***Introduction***

Pēc 2008. gada ekonomiskās krīzes bija vērojama liela Baltijas valstu iedzīvotāju emigrācija uz ārzemēm. Taču neskatoties uz krīzes beigām, migrācija turpinās. Galvenokārt tā skar tieši jauniešus, kas ir vērtīgs resurss jebkuras valsts attīstībai, un tāpēc neviena valsts nav ieinteresēta, lai jaunieši pamestu savu dzimteni, kurā viņi ir auguši un attīstījušies. Krīzes un pēckrīzes laikā no Baltijas valstīm emigrēja bezdarba dēļ, bet tagad – tādēļ, ka emigrācija ir kļuvusi par zināmu sociālo normu (piemēram, pēc Centrālās statistikas pārvaldes datiem

2018. gadā no Latvijas izceļoja 15,8 tūkst.). Vairums emigrantu ir jaunieši vecumā no 18 līdz 35 gadiem. Vietējo universitāšu absolventi dodas meklēt darbu savā specialitātē Eiropā, tiklīdz saņem diplomu, tas ir, aizbrauc ne tikai bezdarbnieki, bet arī kvalificēti speciālisti, kuri ir pieprasīti darba tirgū (ERR, 2015). Tādēļ arvien aktuālāk kļūst pētīt, kas rada jauniešos vēlmi emigrēt.

Īpaši šī ideja par migrāciju populāra krieviski runājošo skolēnu vidū, jo viņi, pieaugušo iespaidoti, jūtās nepiederīgi savai valstij. Savukārt daudziem pieaugušajiem šī sajūta radās pēc valsts neatkarības atgūšanas, kad daudzi krieviski runājošie, kas kopā ar latviešiem bija atradušies uz barikādēm un cīnījušies par neatkarību, pēkšņi tika atstumti un pazemoti kā valstij nepiederīgi cilvēki. Šī pēkšņā attieksmes maiņa radīja dziļas brūces, nodevības un aizvainojuma izjūtu daudzu cilvēku dvēselēs, ko viņi bieži neapzināti nodeva saviem bērniem. Un tā rezultātā bērni izlemj atstāt valsti, jo jūtās tai nepiederīgi un uzskata, ka savus mērķus nevar realizēt, paliekot uz vietas.

Pētījums par dažādu tautību starpkultūru mijiedarbību parādīja, ka etnisko grupu pārstāvji, kuri sabiedrībā jūtās zemākā pozīcijā, ir īpaši jutīgi pret komentāriem par viņu īpašībām un vērtībām (Reznikov, 2006), savukārt jaunieši ir īpaši jutīgi pret dažādu ārēju faktoru un sociālā spiediena ietekmi, saskaņojot iekšējās un ārējās vērtības un mēģinot veidot savus nākotnes mērķus un plānus (Greene, 1990).

Pēc sarunām ar skolēniem, domājot par jauniešu vēlmi aizceļot, tika izvirzīta hipotēze, ka viens no iemesliem, kāpēc jaunieši vēlas braukt prom, ir grūtības realizēt sev svarīgas vērtības Baltijas valstīs.

Tāda paša ideja, neatkarīgi no raksta autorēm, radās arī Krievijas speciālistiem, kas pētīja migrāciju Komsomoļskas pie Amūras jauniešiem (Bakina, Orlova, & Jaremchuk, 2019), tādēļ ar viņu atziņām diskusijas daļā tiks salīdzināti šī pētījuma rezultāti.

Pētījums par Baltijas valsts vidusskolēnu vērtību konfliktiem var palīdzēt noteikt jauniešu orientāciju savas dzīves veidošanā un prognozēt iespējamo nākotnes uzvedību.

Tādējādi pētījuma mērķis – noskaidrot, kādi vērtību konflikti ir aktuāli krieviski runājošo vidusskolēnu grupās un kā tie atšķiras Baltijas valstīs. Tas ir pilotpētījums, kuram ir salīdzinošais šķērsriezuma dizains. Vērtību konfliktu izpētei tika izmantota Jeļenas Fantalovas vērtību izpētes metodika (Fantalova, 1992). Lai sasniegtu izvirzīto mērķi, tika izvirzīti vairāki pētījuma jautājumi:

1. Noskaidrot, kāda krieviski runājošo skolēnu daļa plāno pēc skolas beigšanas doties prom no Baltijas valstīm?
2. Vai vērtību svarīgums un sasniedzamība būtiski atšķiras Latvijā, Lietuvā un Igaunijā dzīvojošiem krieviski runājošiem vidusskolēniem?
3. Vai starp Baltijas valstu vidusskolēniem ir būtiskas atšķirības starp vērtību svarīguma un to sasniedzamības saskaņotību raksturojošiem

rādītājiem: “iekšējais konflikts”, “iekšējais vakuums” un “neitrālā zona” un kopējiem integrālās adaptācijas rādītājiem?

### **Fantalovas vērtību modelis kā iekšējā konflikta atspoguļotājs** *Fantalova's model of values as a reflection of internal conflict*

Vērtību pētniecība ir diezgan plaši izplatīta dažādās zinātnes jomās, īpaši 20.gadsimta otrajā pusē. Tomēr nepastāv vienota vērtību definīcija un pieeja to izpētei (Mihailova, 2019). Vienotu skatījumu uz vērtībām un spēcīgu ietekmi uz vērtību pētniecību deva Amerikāņu sociālā psihologa Milтона Rokiča (*Rokeach*, 1968, 1973) darbs. Rokičs izstrādāja savu vērtību ranžēšanas aptauju, kas joprojām plaši tiek izmantota vairākās zinātnēs, tostarp psiholoģijas, socioloģijas, mārketinga pētījumos.

Maskavas universitātes profesore Jeļena Fantalova, balstoties uz Rokiča terminālo vērtību hierarhiju un 10 gadu empīrisko pētījumu pieredzi, izveidoja savu metodiku “Уровень соотношения «ценности» и «доступности» в различных жизненных сферах - (УСЦД)» (Fantalova, 1992) (tālāk – Fantalovas metode vai aptauja), kur izmantoja 12 no Rokiča vērtībām. Taču atšķirībā no Rokiča aptaujas Fantalovas aptauja deva iespēju noteikt ne tikai vērtību hierarhiju, bet arī iekšējo vērtību konfliktu lokalizāciju un izteiktību. Teorētiskais pamatojums Fantalovas metodikas idejai (Fantalova, 2015) balstās vairāku autoru (Levin, 1935; Levin, 1948; Mjasishchev, 1960 u.c.) atziņās par iekšējiem konfliktiem, pieņemot, ka iekšējo konfliktu nosaka pretējas vēlmes, tendences, motīvi un personības pozīcijas, bet ārējo – personas attiecību traucējumi ar apkārtējo pasauli. Tas nozīmē, ka iekšējie un ārējie konflikti savstarpēji ir saistīti un to atdalīšana ir nosacīta.

Dažādu iekšējo konfliktu psiholoģiskā analīze pēc Mjasiščeva (Mjasishchev, 1960) atļauj izdalīt trīs neapzinātu konfliktu tipus: pretrunas starp personības iespējam un paaugstinātām prasībām pret sevi, starp “gribu” un “varu” (histērisks konflikts), pretruna starp pārmērīgu pretenziju līmeni un reāliem objektīviem apstākļiem – starp “jādara” un “varu” (neirastēnisks konflikts), pretruna starp vēlmi un morāli, pienākumu – starp “jādara” un “gribu” (obscesīvi-kompulsīvs konflikts).

Taču šajā teorijā nav skaidras atbildes, kādēļ šādas pretrunas ir veidojušās, tādēļ Fantalovai radās doma, ka pretrunu iemesls jāmeklē dzīves vērtībās. Tādējādi iekšējo konfliktu vairs nevar uzskatīt tikai par histērisku, neirastēnisku, jo tas iegūst jaunus vērtību orientierus apkārtējā pasaulē, jaunu pamatu konkrētā dzīves telpā (Fantalova, 2015).

Fantalova savas metodes pamatā izmanto arī Kurta Levina ideju (Levin, 1935) par “dzīves telpu” – kā visu reālo un nereālo, bijušo un nākamo notikumu kopu, kas kādā brīdī atrodas cilvēka psihiskajā telpā un nosaka psihiskā lauka



spriegumu, kas savukārt motivē cilvēku rīkoties, lai šo spriegumu noņemtu. Pēc Levina domām šo personisko dzīves telpu veido dažādi “sektori”, ko piepilda mērķi, vērtības, gaidas utt. Jo tuvāk “sektors” atrodas cilvēka “Es”, jo lielāku iespaidu uz personības uzvedību tas atstāj. Tādējādi var teikt, ka jo tuvāk kāda vērtība atrodas cilvēka “Es”, tā ir svarīgāka un vairāk iespaido cilvēka uzvedību. Pēc Levina teorijas visiem “dzīves telpas sektoriem” ir kaut kāda vērtība, kas ir pozitīva nozīmīgiem sektoriem un negatīva biedējošiem sektoriem, tādējādi starp sektoriem veidojot noteikta spēka un virzības “valenci”, kas var būt pozitīva, negatīva vai neitrāla, kā arī veidojot spriedzi, ko Levins nosauc par iekšējo konfliktu (Levin, 1982), kas var veidoties trejādi, kad cilvēks vienlaicīgi atrodas starp dažādiem pozitīviem sektoriem, starp dažādiem negatīviem un kad vienam sektoram vienlaicīgi ir gan pozitīva, gan negatīva valence, kas nosaka “atspoles” uzvedību – pietuvināšanos un attālināšanos no objekta. Cilvēka uzvedību nosaka arī domas, jūtas un attiecību pieredze no pagātnes un savas nākotnes prognoze.

Fantalovas ideja par vērtību svarīguma (kā svarīgs sektors blakus “Es”) un sasniedzamības (kā nākotnes prognoze) atšķirību, kas rada iekšējo konfliktu, ir līdzīga Levina idejai par pozitīvo un negatīvo valenci (Levin, 1935; Levin, 1948), un nosaka cilvēka uzvedības izvēli, t.sk. – vēlmi migrēt vai palikt savā valstī – lai atgrieztos balansā stāvoklī un mazinātu esošo spriedzi starp sektoriem. Šī starpība starp vērtību svarīgumu un vērtības sasniedzamību var būt par pamatu dažādu psihosomatisko, somatisko, un psihogēno slimību psiholoģiskajiem faktoriem (Fantalova, 2015).

Mūsdienās Fantalovas modeli pielieto iekšējā konflikta izpētē gan klīniskās psiholoģijas, gan vispārīgās psiholoģijas, gan sociālās psiholoģijas pētījumos. Fantalovas modelis pēdējos gados tiek izmantots diezgan plaši, pētot dažādas respondentu grupas: gan slimniekus (Artemjeva, 2002; Voloshko, 2006), gan karotājus (Gurova, 2004), gan policistus (Krasilnikov, 2005), gan vilcienu mašīnistus (Lebedenko, 2002), gan dažādu sociālo slāņu pārstāvjus (Stoilik, 2004), taču visbiežāk to izmanto, lai pētītu dažādas pusaudžu (Muhamatulina & Obidnaja, 1997) un studentu grupas (Fantalova, 2011b, Fantalova, 2015). Ar šo metodi tiek pētīta gan pašapziņa (Kapcova, 2002), gan vērtību sasniedzamības izjūta atkarībā no pašreizējās dzīves vietas vai plānotās emigrācijas vietas (Kuznecova, 1999), gan personības potenciāls adaptācijai (Krasilnikov, 2005), gan emocionālā izdegšana (Aisina, 2007).

Vēlāk Fantalova izveidoja vēl 4 metodes, tādējādi kopā radot “Iekšējā konflikta diagnostikas sistēmu”, kuru šobrīd izmanto psihodiagnostikā, individuālajā psihoterapijā un psihokorekcijā, lai noteiktu iekšējos konfliktus, adaptācijas grūtības, vērtību uzstādījumus, jēgas idejas.

Savā metodē ar “vērtību” Fantalova saprot galveno mērķi, uz kuru tiecas cilvēks, bet šī mērķa sasniegšana tiek uztverta, ņemot vērā gan objektīvos apstākļus, gan subjektīvos faktorus. Metodes autore ideja balstās uz pieņēmumu,

ka ārējo apstākļu dēļ un personisko pieņēmumu dēļ dažas vērtības šķiet viegli sasniedzamas, savukārt citas, pēc subjekta domām, nevar tikt sasniegtas un realizētas. Fantalovas metodikā būtiski ir 2 vērtību kritēriji: “vērtību svarīgums” un “vērtību sasniedzamība”. Šajā modelī iekļautās 12 vērtības var sadalīt vairākos blokos:

1. Starppersonu attiecības: “Labi un uzticami draugi” - vērtība Nr.7- kas tālāk tekstā tiks apzīmēta “draugi”, “Laimīga ģimenes dzīve” - vērtība Nr.11 - tālāk tekstā “ģimene”, “mīlestība (garīga un fiziska tuvība ar mīļoto)” - Nr.5 - tālāk tekstā “mīlestība”;
2. Pašizpaušme: Pašpārliecība (brīvība no iekšējām pretrunām, šaubām) - Nr.8; Brīvība kā neatkarība savā rīcībā un darbībās - Nr.10 - tālāk tekstā “brīvība; Radošums (iespēja radoši izpausties) - Nr.12;
3. Intelektuālās vērtības - Izzināšana (iespēja paplašināt savu redzesloku, izglītību, redzesloku, vispārējo kultūru un intelektuālo attīstību) - Nr.9;
4. Estētiskās vērtības - dabas un mākslas skaistums - Nr.4 - tālāk tekstā “skaistums”;
5. Materiālās vērtības - “Materiāli - nodrošināta dzīve (bez finansiālām grūtībām)” - Nr.6 - tālāk tekstā “materiālā labklājība”.
6. Sociālās vērtības - “interesants darbs” - Nr.3 - tālāk tekstā “darbs”;
7. Veselība - “veselība (fiziskā un psihiskā)” - Nr.2 - tālāk tekstā “veselība”.

Starp vērtību svarīgumu un sasniedzamību var izdalīt 3 variantus: vērtības svarīgums ir lielāks kā sasniedzamība; vērtības svarīgums ir mazāks kā sasniedzamība un vērtības svarīgums ir tik pat liels kā sasniedzamība. Ņemot vērā vērtību svarīgumu un sasniedzamību tiek izdalīti 3 indeksi: iekšējais konflikts (IeK), iekšējais vakuums (IeV) un neitrālā zona (NZ) un kopējais integrālais adaptācijas indekss (IAI). Iekšējais konflikts (IeK) ir plaša starp nepieciešamību sasniegt sev svarīgu vērtību un pārliecību par šādas vērtības sasniegšanas iespēju. Pēc Fantalovas, ja svarīgums par 4 ballēm pārsniedz vērtību sasniedzamību, tad var uzskatīt, kā šīs konkrētās vērtības sakarā ir nopietns iekšējs konflikts (IeK). Savukārt, ja sasniedzamība par 4 ballēm pārsniedz svarīgumu – šīs vērtības ziņā ir novērojams iekšējs vakuums (IeV), kas liecina, ka šī vērtība interesē par dzīvi neizraisa. (Fantalova, 2011). Jēdzienu “iekšējais vakuums” var salīdzināt ar eksistenciālās psiholoģijas jēdzienu “eksistenciālais vakuums”, kas norāda uz dzīves bezvērtīguma izjūtu un tās jēgas zaudēšanu (Bratus', 1988), iekšējā tukšuma izjūtu, kas rada atkarības izjūtu no apkārtējās pasaules, iekšējās trauksmes parādīšanos saistībā ar iepriekšējo dzīves orientieru zaudējumu.

Ja vērtību svarīgums un sasniedzamība ir daudz maz līdzīgi – tad šī vērtība ir “neitrālā zonā” (NZ), un tas liecina, ka tā nerada iekšēju disharmoniju. Pētot arteriālās hipertenzijas slimniekus un veselos, Ukrainas pētniece N. Vološko (Волошко, 2003, 2006) konstatēja, ka tieši veseliem cilvēkiem ir vairāk vērtību,

kas atrodas “neitrālā zonā” kā slimniekiem, savukārt hipertonijas slimniekiem tāpat kā bronhiālās astmas slimniekiem bija vairāk vērtību “iekšējā konfliktā”, taču tas neapstiprinājās attiecībā uz kuņģa čūlas slimniekiem (Artemjeva, 2002).

Ņemot vērā visu vērtību svarīgumu un sasniedzamības starpību, tiek aprēķināts “Kopējais Integrālais indekss”, kas, pamatojoties uz vairāku Fantalovas pētījumu rezultātiem (Fantalova, 2015), var darboties kā cilvēka motivācijas veicinātājs vai bloķētājs.

Šīs metodes parametru konstruktū un satura validitāte tika pārbaudīta Fantalovas pētījumos (Fantalova, 2011), izmantojot Krievijā populāras personības izpētes metodes: MMPI, 16PF, Rakstura akcentuācijas testu utt., kā arī vairāku citu pētnieku darbos (Krasilnikov, 2005; Voloshko, 2006; Aisina, 2007; Kuprina, 2010). Šī metode pēdējos gados tiek plaši izmantota gan studentu, gan docētāju darbos (Rozhkov, 2019; Biktagirova, Sajahov, & Shuruhina, 2019; Ovchinnikova & Gychev, 2019 u.c.).

Šajā pētījumā Fantalovas metode tiks izmantota saistībā ar mērķi izpētīt Baltijas valstu krieviski-runājošo vidusskolēnu vērtību svarīgumu, viņu subjektīvos vērtējumus par šo vērtību sasniedzamību, vērtību konfliktus.

## **Metodoloģija** *Methodology*

Pētījums tika veikts krieviski runājošu vidusskolēnu grupā vecumā no 16 līdz 18 gadiem (dzim. 1999.-2001. gadā) trīs valstīs – Latvijā, Igaunijā un Lietuvā. Izlases lielums bija 90 respondenti: 30 vidusskolēni no Latvijas, 30 no Igaunijas, 30 no Lietuvas. Kopā 44 zēni un 46 meitenes: Igaunijas grupā bija 16 jauni vīrieši (53%) un 14 meitenes (47%), Latvijā – 13 jauni vīrieši (43%) un 17 meitenes (57%), Lietuvā 14 jauni vīrieši (47%) un 16 meitenes (53%). Vidējā vecuma rādītājs Igaunijā ir  $M = 16,83$  ( $SD = 0,5$ ), Latvijā -  $M = 16,93$  ( $SD = 0,5$ ), Lietuvā ir  $M = 16,75$  ( $SD = 0,4$ ).

Pētījums tika veikts 2017.gadā Baltijas valstu galvaspilsētu vidēja līmeņa vidusskolās, kurās mācās krieviski runājoši skolēni no dažādiem galvaspilsētas rajoniem. No katras valsts tika izvēlēti vienas vidusskolas 30 16-18 gadu veci skolēni, kas brīvprātīgi piekrita piedalīties. Visi dati tika iegūti frontāli, skolēniem anonīmi aizpildot speciālas anketu lapas.

Lai saprastu vai respondentu izlasē migrācijas jautājumi ir aktuāli, katram skolēnam savā anketā vajadzēja atbildēt uz jautājumu – "Cik liela ir iespējamība, ka pēc skolas beigšanas paliksi savā valstī?", izvēloties vienu no 5 atbildēm: noteikti palikšu, noteikti nepalikšu, domāju par braukšanu prom, varbūt braukšu, par to nedomāju.

Lai izpētītu vidusskolēnu vērtību svarīgumu – sasniedzamības konfliktus Baltijas valstīs tika izmantota: Fantalovas vērtību izpētes metode (tālāk FM)

(Fantalova, 1992). Pētāmai personai tika piedāvātas 12 terminālās vērtības un tās bija savstarpēji jāsalīdzina, katrā pārī izvēloties to, kura viņai šķita nozīmīgāka. Pēc tam tika skaitīts, cik reizes ir izvēlēta konkrētā vērtība, tādējādi katra vērtība iegūst savu “svarīguma jeb pievilcības reitingu”. Līdzīga procedūru skolēnam ir jāatkārto vēlreiz, katrā pārī izvēloties to vērtību, kura viņam liekas vieglāk sasniedzama nākotnē. Tādējādi katra vērtība iegūst savu “sasniežamības jeb pieejamības reitingu”.

Katrai vērtībai tika aprēķināta starpība starp pieejamības un pievilcības reitingiem, kas norādīja uz iekšējā konflikta (IeK) spēku. Summējot visu vērtību, IeK balles ieguva kopējo integrālo adaptācijas indeksu (IAI) katrai izlasei. Par aktuāla iekšējā konflikta esamību liecināja, tas, ja IeK pārsniedza 4 balles ( $IeK \geq 4$ ). Savukārt, ja sasniežamības reitings bija par 4 ballēm lielāks par svarīguma reitingu ( $IeK \leq -4$ ), tas parādīja “iekšējā Vakuuma” (IeV) esamību. Vērtības, kurām svarīguma reitings par 4 ballēm neatšķīrās no sasniežamības reitinga nonāca “neitrālajā zonā” (NZ).

Visi iegūtie rezultāti tika analizēti katrā valsti atsevišķi un Latvijas rādītāji salīdzināti ar pārējām Baltijas valstīm.

## Pētījuma rezultāti

### *Research results*

#### **Vērtību svarīguma vērtējumu atšķirības Baltijas valstīs** *Differences in the value importance estimates in the Baltic States*

Vērtību svarīgumu analīze parādīja, ka **Igaunijas** vidusskolēnu grupā vissvarīgākās vērtības ir “laimīga ģimenes dzīve” ( $M = 7,96$ ) un “labi un uzticami draugi” ( $M = 7,13$ ), bet vismazāk svarīgā vērtība – “dabas un mākslas skaistums” ( $M = 2,83$ ). **Lietuvas** izlasē ir līdzīgi – svarīgākās: “laimīga ģimene” ( $M = 7,61$ ) un “labi draugi” ( $M = 7,30$ ), bet vismazāk svarīga vērtība – “radošums” ( $M = 3,6$ ). **Latvijas** izlasē vissvarīgākā vērtība arī ir “laimīga ģimene” ( $M = 7,50$ ), bet otra svarīgākā “mīlestība” ( $M = 7,13$ ), taču vismazāk svarīga līdzīgi kā Lietuvas skolēniem ir “dabas un mākslas skaistums” ( $M = 2,73$ ).

Salīdzinot izlases iegūtos rādītājus ar Manna Vitnija koeficientu, netika konstatētas statistiski nozīmīgas atšķirības vērtību svarīgumu ziņā starp Igauniju un Latviju, savukārt starp Lietuvu un Latviju statistiski nozīmīga atšķirība tika konstatēta vērtības “dabas un mākslas skaistums” svarīgumā ( $z = 2,13$ ,  $p < 0,05$ ) (skat. 1.tabulu), tas nozīmē, ka Latvijas skolēniem minētā vērtība šķiet pievilcīgāka kā Lietuvas skolēniem. Līdzīgi rezultāti tika iegūti arī izmantojot Rokiča aptauju (Mihailova & Perepjolkina, 2018).

1.tabula. Vērtību svarīguma vērtējumu atšķirības Baltijas valstīs  
Table 1 Differences in the value importance estimates in the Baltic States

Fantalovas aptaujas vērtības	Baltijas Valstis			Latvija-Igaunija		Latvija-Lietuva	
	Lietuva	Latvija	Igaunija	z	p	z	p
	vidējais rāns	vidējais rāns	vidējais rāns				
Aktīva, darbīga dzīve	26,35	30.92	30.08	- .18	.85	1.87	.06
Veselība (fiziska un psihiska)	33,70	29.12	31.88	- .61	.53	1.43	.15
Interesants darbs	32,22	27.02	33.98	-1.56	.11	.77	.44
Dabas un mākslas skaistums	25,82	30.25	30.75	- .11	.91	2.13	.03
Mīlestība	29,37	32.27	28.63	- .83	.40	.50	.61
Materiāli - nodrošināta dzīve	33,77	32.62	28.38	- .94	.34	1.46	.14
Labi un uzticami draugi	34,65	27.27	33.73	-1.45	.14	1.85	.06
Pašpārliecība	29,15	29.85	31.15	- .29	.77	.60	.54
Izzināšana	27,72	32.67	28.33	- .96	.33	1.24	.21
Brīvība	31,03	31.88	29.12	- .61	.53	.23	.81
Laimīga ģimenes dzīve	29,95	30.25	30.75	- .11	.91	.24	.80
Radošums	29,03	29.87	31.13	- .28	.77	.65	.51

**Vērtību sasniedzamības vērtējumu atšķirības Baltijas valstīs**  
*Differences in value reachability estimates in the Baltic States*

Vērtību sasniedzamības analīze parādīja, ka **Igaunijas izlasē** vissasniedzamākā vērtība šķiet “aktīva dzīve” (M = 6,7), “radošums” (M = 6,33) un “pašpārliecība” (M = 5,96), taču visgrūtāk sasniedzamā vērtība “interesants darbs” (M = 4,26). **Lietuvas izlasē** – visvieglāk sasniedzamā vērtība ir “aktīva dzīve” (M = 6,71) un “pašpārliecība” (M = 6,40), bet visgrūtāk sasniedzamā “materiālā labklājība” (M = 3,52). Savukārt **Latvijas izlasē** visvieglāk sasniedzamā vērtība šķiet “radošums” (M = 7,06) un “aktīva dzīve” (M = 6,93), bet visgrūtāk sasniedzamā “materiālā labklājība” (M = 3,33).

Statistiskā analīze parādīja, ka statistiski nozīmīga atšķirība starp vērtību sasniedzamības rādītājiem Igaunijas un Latvijas vidusskolēnu grupās pastāv divām vērtībām: Interesants darbs (z = -1,99, p<0,05) un Materiālā labklājība (z = 2,85, p<0,05). Tas nozīmē, ka Latvijas skolēniem vērtība “interesants darbs” šķiet vieglāk sasniedzama, bet “materiālā labklājība” grūtāk sasniedzama (kā Igaunijas skolēniem). Statistiski nozīmīga atšķirība starp Latvijas un Lietuvas skolēniem tika konstatēta vērtības “radošums” sasniedzamībā (z = 2,20, p< 0,05). Tas nozīmē, ka Latvijas skolēniem “radošums” šķiet vieglāk sasniedzama vērtība kā Lietuvas skolēniem.

2.tabula. *Vērtību sasniedzamības vērtējumu atšķirības Baltijas valstīs*  
 Table 2 *Differences in value reachability estimates in the Baltic States*

Fantalovas aptaujas vērtības	Baltijas Valstis			Latvija-Igaunija		Latvija-Lietuva	
	Lietuva	Latvija	Igaunija	z	p	z	p
	vidējais ranks	vidējais ranks	vidējais ranks				
Aktīva, darbīga dzīve	30.77	30.97	30.03	- .20	.83	.12	.90
Veselība (fiziska un psihiska)	28,08	28.68	32.32	- .81	.41	1.07	.28
Interesants darbs	31,80	34.97	26.03	-1.99	.04	.58	.56
Dabas un mākslas skaistums	32,92	29.07	31.93	- .63	.52	1.07	.28
Mīlestība	29,37	31.13	29.87	- .28	.77	.50	.61
Materiāli - nodrošināta dzīve	33,12	24.10	36.90	-2.85	.00	1.17	.24
Labi un uzticami draugi	32,77	29.25	31.75	- .55	.57	1.01	.31
Pašpārlicība	30,83	31.05	29.95	- .24	.80	.14	.88
Izzināšana,	31,63	32.65	28.35	- .96	.33	.50	.61
Brīvība	28,65	30.70	30.30	- .89	.92	.82	.40
Laimīga ģimenes dzīve	30,65	30.98	30.02	- .21	.82	.06	.94
Radošums	25,57	32.90	28.10	-1.07	.28	2.20	.02

**Vērtību konfliktu atšķirības Baltijas valstīs**  
*Differences in value conflicts in the Baltic States*

Salīdzinot Fantalovas testa vērtību konfliktu rādītājus (IeV, IeK, NZ, IAI) starp Latviju un citām Baltijas valstīm, statistiski nozīmīgas atšķirības netika konstatētas nevienā no rādītājiem (skat. 3.tabulu).

3.tabula. *Vērtību rādītāju atšķirības Baltijas valstīs*  
 Table 3 *Differences of value rates in the Baltic States*

Vērtību rādītāji	Baltijas Valstis			Latvija-Igaunija		Latvija-Lietuva	
	Lietuva	Latvija	Igaunija	z	p	z	p
	vidējais ranks	vidējais ranks	vidējais ranks				
Iekšējais vakums (IeV)	30,90	30,10	31.25	- .34	.83	.18	.85
Iekšējais konflikts (IeK)	32,90	28,10	30.40	- .04	.96	1.08	.27
Neitrālā zona (NZ)	28,85	32,15	30.35	- .06	.94	.73	.46
Integrālais adaptācijas indekss (IAI)	32,35	28,65	31.42	- .40	.68	.82	.41

Ja apskata vērtību konfliktus atsevišķi katrā Baltijas valstī (skat. 4.tabulu), kur parādīta katras valsts izlases vidējā vērtība katrai Fantalovas vērtībai pēc 2 kritērijiem: vērtības svarīgums (V-SV), vērtības sasniedzamība (V-SN) un starpība starp vērtību svarīgumu un sasniedzamību (St).

4.tabula. Vērtību svarīguma, sasniedzamības vidējie rangi un šo rangu starpība Baltijas valstīs

Table 4 Mean rankings of value relevance, reachability and difference between these rankings in the Baltic States

Fantalovas aptaujas vērtības	Lietuva			Latvija			Igaunija		
	V-SV	V-SN	St	V-SV	V-SN	St	V-SV	V-SN	St
Aktīva, darbīga dzīve	3.8	6.7	-2.9	3.9	6.9	-3	3.6	6.7	-3.1
Veselība (fiziska un psihiska)	6.2	5.2	1	6.4	4.8	1,6	6.9	5.5	1.4
Interesants darbs	4.7	4.8	-.1	4.5	5.5	-1	5.2	4.3	.9
Dabas un mākslas skaistums	5.2	6.0	-.8	2.7	5.3	-2,6	2.8	5.8	-3.0
Mīlestība	7.1	4.6	2.5	7.1	5.0	2.1	6.5	4.7	1.8
Materiāli - nodrošināta dzīve	6.2	3.5	2.7	5.8	3.3	2.5	5.3	5.2	.1
Labi un uzticami draugi	7.3	5.6	1.7	6.3	5.4	.9	7.1	5.8	1.3
Pašpārliecība	6.1	6.4	-.3	6.0	6.3	-.3	6.2	6.0	.2
Izzināšana	5.4	5.0	.4	5.9	6.5	-.6	5.2	5.6	-.5
Brīvība	6.3	5.6	.7	6.2	5.5	.7	5.6	5.4	.2
Laimīga ģimenes dzīve	7.6	4.0	3.6	7.5	4.5	3.0	8.0	4.5	3.5
Radošums	3.6	5.6	-2	3.7	7.1	-3.4	3.9	6.3	-2.4

Apzīmējumi tabulā: vērtības svarīgums (V-SV), vērtības sasniedzamība (V-SN) un starpība starp vērtību svarīgumu un sasniedzamību (St).

Kā redzams 4.tabulā, visām Baltijas valstīm neviena vērtība neatrodas ne iekšējā konfliktā (IeK), ne iekšējā vakumā (IeV), bet visas vērtības atrodas “neitrālā zonā” (NZ). Tas nozīmē, ka neviens vērtību konflikts nerada pietiekami lielu spriedzi, lai motivētu darbībai.

Fantalovas pētījumi (Fantalova, 2009) parādīja, ka pie IeK vai IeV ir sociāli-psiholoģiska dezadaptācija, bet savukārt pie NZ ir samērā laba sociālā un personiskā adaptācija. Tā kā Baltijas valstīs visas vērtības atrodas “neitrālā zonā” – tas norāda, ka respondentiem ir laba sociālā un personiskā adaptācija savā valstī, kas arī mazina reālo migrācijas iespējamību.

Visās Baltijas valstīs lielāko spriedzi rada vērtības “Laimīga ģimenes dzīve” un “mīlestība” un tās var nebūt noteicošās, lai atstātu valsti, ja skolēns ir pārliecināts, ka var laimīgi apprecēties savā valstī, bet var būt spēcīgs motivators

doties prom, ja skolēns nav pārliecināts, ka savā valstī viņam var izveidoties laimīga ģimenes dzīve.

Latvijas un Lietuvas izlasē otru lielāko spriedzi rada vērtība “materiālā labklājība”, tomēr tā nav tik liela, lai to uzskatītu par IeK, taču Igaunijas izlasē šīs vērtības svarīgums un sasniedzamība ir gandrīz identiskas. Iespējams, ka šo atšķirību starp Baltijas valstīm var skaidrot ar to, ka dzīves līmenis Igaunijā ir augstāks nekā citās Baltijas valstīs, ko apstiprina arī sociāli-ekonomiskā analīze (Ljevkin & Nikiforov, 2016). Igaunijā kopumā vērtību svarīguma un sasniedzamības atšķirības ir mazākas, kā citās Baltijas valstīs (skat.4.tabulu). Tas liecina, ka pašreizējā dzīves situācija Igaunijā neizraisa iekšēju neapmierinātību vērtību sasniedzamības ziņā, ko apstiprina arī statistika, jo Igaunijā atšķirībā no Latvijas un Lietuvas ir vērojams neliels iedzīvotāju skaita pieaugums, bet Lietuvā 2016.gadā konstatēts lielākais iedzīvotāju skaita kritums Eiropas valstīs – par 11,3%, otrā vietā ir Latvija – par 8,7% (Eurostat, 2016)

### **Migrācijas iespējamība Baltijas valstīs** *Possibility of migration in the Baltic States*

Uz jautājumu "Cik liela ir varbūtība, ka pēc skolas beigšanas Tu paliksi savā valstī?", no visas 90 skolēnu izlases 81% domā vai plāno doties prom no valsts un tikai 16% visticamāk neemigrēs (skat.4.tabulu). Vairāk pārliecinātu palicēju ir Igaunijas izlasē (7%). Ievērojot, ka procentuāli vairums skolēnu plāno emigrēt, izlases izpēte ļauj iegūt informāciju par emigrācijas motīviem. Taču tā kā pārliecinātu palicēju pa visām Baltijas valstīm bija tikai 3 – nebija iespējams noteikt saistību starp emigrācijas vēlni un iekšējā konflikta rādītājiem.

#### *5.tabula. Atbildes uz jautājumu: "Cik liela ir varbūtība, ka pēc skolas beigšanas paliksi savā valstī?"*

*Table 5 Answers to the question: "What is the probability that you will stay in your country after graduation?"*

Atbilžu varianti	Atbilžu skaits			
	Lietuva	Latvija	Igaunija	Kopā
Esmu pārliecināts, ka palikšu.	1	1	1	3
Iespējams palikšu.	2	3	6	11
Dažreiz es domāju par iespēju doties uz citu valsti.	16	15	14	45
Es plānoju doties uz citu valsti	10	11	7	28
Es nedomāju par šo jautājumu	1	0	2	3



## Rezultātu kopsavilkums *Summary of results*

Svarīguma ziņā starp Baltijas skolēnu vērtībām statistiski nozīmīgu atšķirību nav, lai gan vissvarīgākā vērtība Latvijas un Igaunijas skolēniem ir Laimīga ģimenes dzīve, savukārt Lietuvā – vissvarīgākie ir labi uzticami draugi.

Sasniedzamības ziņā Latvijas skolēni, salīdzinot ar Lietuvas skolēniem, uzskata, ka vieglāk ir sevi realizēt radoši ( $z=2,20$ ,  $p<0,05$ ), bet salīdzinot ar Igaunijas skolēniem, - vieglāk iegūt Interesantu darbu ( $z = 1,99$ ,  $p < 0.05$ ). Savukārt Igaunijas skolēni, salīdzinot ar Latvijas skolēniem, uzskata, ka vieglāk iegūt materiāli nodrošinātu dzīvi ( $z = 2,85$ ,  $p < 0,05$ ). Nav statistiski būtisku atšķirību starp dažādu Baltijas valstu skolēnu vērtību konfliktiem un statistiski būtisku atšķirību starp vēlmi pamest valsti.

## Diskusija *Discussion*

Pētījuma rezultāti ir līdzīgi J. Fantalovas (2001) datiem, ka krieviski runājošo jauniešu izlasē svarīgākās vērtības ir “mīlestība”, “draugi” un “veselība”, savukārt vismazāk svarīgas vērtības “mākslas un dabas skaistums” un “radošums”.

Vērtību “mīlestība”, “draugi”, “veselība” un “ģimene” svarīgums šajā vecuma grupā apstiprinās arī citos agrāk veiktos vidusskolēnu vērtību pētījumos (Jirgena, 1999; Jirgena & Mihailov, 2007; Jirgena & Mārtinsone, 2007; Mihailova, 2010; Mihailova, 2011; Ļevina, Mārtinsone, Mihailova, & Gintere, 2015), studentu (Karpova, 1994; Mihailova & Rasnačs, 2011), jaunu cilvēku (Austruma, 2012) un starpvalstu pētījumos Baltijā (Mihailova & Perepjolkina, 2018). Attiecībā uz vērtību “Laimīga ģimenes dzīve” – tā pēdējos gados vidusskolēniem ir kļuvusi svarīgāka kā 2010.gada un 1998.gada jauniešiem, pie tam latviešiem neatkarīgi no dzīves vietas tā šķiet svarīgāka kā krieviski runājošiem jauniešiem (Mihailova, 2019). Arī šajā pētījumā par Baltijas valstu atšķirībām jauniešiem svarīgākā vērtība ir “Laimīga ģimenes dzīve”.

Pētot studentu grupu, arī Fantalova (Fantalova, 2015) secināja, ka studentiem vissvarīgākās ir vērtības “mīlestība” un “ģimene”. To svarīgums ir tik liels, ka sasniedz pat iekšējā konflikta līmeni. Savukārt kognitīvās un estētiskās vērtības “skaistums, izziņa un radošums” nav īpaši svarīgas studentu vecumā un nobīdās otrā plānā, veidojot iekšējo vakuuma zonu, kad sasniedzamība pārsniedz svarīgumu. Šajā pētījumā konstatētais ir līdzīgs, taču atšķirībā no Fantalovas pētījuma neviena vērtība neveido ne nopietnu iekšējo konfliktu, ne iekšējo vakuumu.

Migrācijas tēmu saistībā ar vērtībām pētīja arī Krievijas pētnieki (Bakina, Orlova, & Jaremchuk, 2019), salīdzinot vērtību rādītājus 3 jauniešu grupās (16-

25g), kas atšķirās pēc migrācijas aktivitātes. Viņi secināja, ka jauniešiem kuriem ir vēlme migrēt (antipatrioti), salīdzinot ar jauniešiem, kuriem tādas vēlmes nav (patrioti), vērtību svarīgums ir līdzīgs, taču uzskats par vērtības sasniedzamību atšķiras. Patrioti uzskata, ka viņi var izvēlēties savu nākotni, realizēt aktīvu darbīgu dzīvi, iegūt interesantu darbu un materiālo labklājību dzimtajā pilsētā. Savukārt antipatrioti neredz iespējas veidot savu dzīvi, iegūt materiālu labklājību un interesantu darbu dzimtajā pilsētā. Minētā pētījuma regresiju analīze parādīja, ka migrācijas iespējamība pieaug gadījumā, ja cilvēkam šajā dzīves posmā nav svarīgas vērtības “aktīva darbīga dzīve”, “veselība” un “mīlestība”, bet viņš ir vairāk orientēts uz “radošumu” un “interesantu darbu”. Vēlme migrēt pieaug, ja jauniešiem dzimtajā pilsētā šķiet nerasniedzamas vērtības “skaistums”, “laimīga ģimenes dzīve”, “brīvība” un “izziņa”. Tādējādi, jo mazāk cilvēks redz iespējas realizēt sev svarīgas vērtības, jo lielāka ir plaisa starp vērtību svarīgumu un sasniedzamību, zemāks subjektīvās labizjūtas līmenis, jo lielāka migrācijas aktivitāte. Maz iekšējo konfliktu pie augsta vērtību svarīguma un iespējas realizēt ģimenes laimi, kas balstās uz abpusēju mīlestību, tajā pašā laikā pie mazsvarīga radošuma un interesanta darba – dod iespēju jauniešiem būt vairāk apmierinātiem ar savu esošo realitāti un nerada vēlmi emigrēt. Subjektīvā neiespējamība realizēt savas vērtības noved pie subjektīvās labizjūtas mazināšanās un nespējas izpaust savu aktivitāti plašā kontekstā – rada vēlmi izmainīt kaut ko savā dzīvē, motivējot cilvēku uz migrāciju. Svarīgu vērtību nerasniedzamību rada vēlmi meklēt paņēmienus kā tās realizēt citās pilsētās, reģionos, valstīs.

Līdz ar to ir potenciāli lielāks risks, ka Igaunijas un Lietuvas skolēni migrēs prom no valsts vairāk kā Latvijas skolēni. Jo migrāciju veicina vēlme sevi realizēt radoši un vēlme iegūt interesantu darbu (Bakina, Orlova, & Jaremchuk, 2019), un pēc mūsu pētījumā datiem Lietuvas skolēniem šķiet, ka radoši realizēt sevi savā valstī ir mazāk iespējams kā tas šķiet Latvijas skolēniem, bet Igaunijas skolēniem šķiet grūti iegūt - “interesantu darbu”. Savukārt Latvijas skolēniem mazāk šķiet sasniedzama “materiālā labklājība” – saskaņā ar Komsomoļskas pie Amūras pētījumu tas nav pietiekams motīvs, lai emigrētu, taču kopā ar citiem blakus faktoriem – var veicināt vēlmi emigrēt.

Tādējādi var teikt, ka iemesli, kādēļ krievvalodīgie jaunieši emigrēs no kādas Baltijas valsts atšķirsies: Lietuvas jaunieši – meklēs radošas izpausmes, Igaunijas jaunieši – interesantu darbu, bet Latvijas jaunieši – materiālo labklājību, lai gan šajā respondentu izlasē konfliktu spriedze vēl nebija tik liela, lai tas noteikti realizētos. Taču, pieaugot šai spriedzei, migrācijas uzvedība var attīstīties, tādēļ katrai valstij būtu svarīgi izziņāt savu jauniešu vērtību svarīgumu un radīt jauniešiem pārlicību, ka viņi sev svarīgas vērtības varēs realizēt šeit uz vietas daudz labāk kā dodoties prom.

Ja cilvēks cer, ka emigrējot viņš var sasniegt sev svarīgu vērtību, ko šeit sasniegt necer, tādējādi mazinot iekšējā konflikta spriedzi – viņš izvēlēsies

emigrēt. Ja šādu cerību nav – tad neskatoties uz spriedzi – cilvēks paliks uz vietas un centīsies realizēt to uz vietas vai atmetīs šādas cerības, paliekot iekšējā vērtību konfliktā – izraisot psihosomatisku saslimšanu.

Tā kā attiecībā ne uz vienu vērtību neuzrādījās nopietns vērtību konflikts nevienā no valstīm, veidojas autoru pieņēmums, - ka nespēja realizēt savas vērtības ir iemesls domai atstāt savu valsti, aizbraucot uz ārzemēm, - neapstiprinās. Tas nozīmē, ka ir citi faktori, kas nosaka jauniešu vēlmi migrēt prom no dzimtenes, kas prasa tālāku izpēti.

Pētījumam bija vairāki ierobežojumi: respondentu izlases bija nelielas, tās pārstāvēja tikai vienu galvaspilsētas vidēja ranga skolu; pētījuma rezultāti parādā tendences tikai šaurā 16-18. gadu vecu krievvalodīgo vidusskolēnu grupā, tādēļ šos rezultātus nevar attiecināt uz visas valsts skolēniem, latviešiem, igauņiem un lietuviešiem, nevar attiecināt uz lauku jauniešiem.

Pētījums parādīja tikai tendences un, lai viennozīmīgi pateiktu, ka iekšējie vērtību konflikti ietekmē vai neietekmē Baltijas krievvalodīgo jauniešu vēlmi doties uz ārzemēm ir nepieciešami jauni vērtību un migrācijas saistību pētījumi ievērojami lielākā izlasē, ietverot gan pilsētas, gan lauku jauniešus, kā arī papildus informāciju varētu iegūt no kvalitatīviem pētījumiem.

## **Secinājumi** *Conclusions*

Kopumā pētījuma rezultāti parādīja, ka galvenās svarīgās vērtības visās Baltijas valstīs ir līdzīgas: veselība, mīlestība, laimīga ģimene un draugi. Pamatā nav statistiski būtiskas atšķirības starp vērtību svarīgumu, vērtību sasniedzamību un vērtību konfliktiem. Statiski nozīmīgas atšķirības starp Latvijas un Lietuvas skolēnu vērtību svarīguma un sasniedzamības vērtējumiem ir šādās vērtībās: dabas un mākslas skaistums, starp Latvijas un Igaunijas skolēniem vērtībās: materiāli nodrošināta dzīve, interesants darbs. Latvijas skolēni, salīdzinot ar Lietuvas skolēniem, uzskata, ka vieglāk ir sevi realizēt radoši, bet salīdzinot ar Igaunijas skolēniem, - vieglāk iegūt Interesantu darbu. Savukārt Igaunijas skolēni, salīdzinot ar Latvijas skolēniem, uzskata ka vieglāk iegūt materiāli nodrošinātu dzīvi. Tā kā nevienā valstī skolēniem netika konstatēti nopietni vērtību konflikti starp vērtību svarīgumu un sasniedzamību, tas nozīmē, ka neviens vērtību konflikts nerada pietiekami lielu spriedzi, lai motivētu darbībai. Tādējādi var pieņemt, ka skolu absolventu migrācija nav saistīta ar nespēju savā valstī realizēt sev svarīgas vērtības. Pieaugot konflikta spriedzei starp vērtībām, iemesli, kādēļ jaunieši emigrēs no kādas Baltijas valsts var atšķirties.

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### **Summary**

Following the economic crisis of 2008, there was a large emigration of the Baltic population. Most expats are young people between the ages of 18 and 35. Therefore, it is becoming increasingly important to study what makes young people want to emigrate.

Especially this idea of migration is popular among Russian-speaking pupils because they feel out of place in their country. After talking to the students, thinking about young people's desire to leave, it was hypothesized that one of the reasons why young people want to leave is the difficulty to implement values that are important to them in the Baltic States.

The same idea, irrespective of the authors of the article came from Russian specialists who studied migration in Komsomolsk-on-Amur youth (Bakin, Orlov, & Yaremchuk, 2019), so their findings in the discussion section are compared with the results of this study.

The purpose of this study is to find out what value conflicts are relevant to Russian-speaking high school groups and how they differ in the Baltic States. This is a pilot study with a comparative cross-sectional design.

The study was conducted in a group of Russian-speaking high school students aged 16-18 (born 1999-2001) in three countries - Latvia, Estonia, and Lithuania. The sample size was 90 respondents: 30 high school students from Latvia, 30 from Estonia, 30 from Lithuania. A total of 44 boys and 46 girls. The study was conducted in 2017 at middle-level secondary schools in the Baltic capitals, where Russian-speaking students from different districts of the capital study.

To investigate the importance of high school students' values, to evaluate value conflicts in the Baltic States, The Fantalova Value Research Method (Fantalova, 1992) was used. All results were analysed separately for each country and Latvia's indicators were compared with the other Baltic countries.

Overall, the results of the study showed that the key values in all the Baltic countries are similar: health, love, happy family and friends. There is basically no statistically significant difference between value relevance, value reachability, and value conflicts. Statically significant differences between the importance of the value and reachability of it in the sample of Latvian and Lithuanian pupils are in the following values: the beauty of nature and art and in the sample of the Latvian and Estonian pupils in such values as materially secured life, interesting work. Latvian pupils, compared to Lithuanian pupils, find it easier to implement in life a value "Creativity" and, compared to Estonian pupils, easier to get interesting work. Estonian pupils, on the other hand, compared to Latvian pupils, think that easier material acquisition would ensure a good life. The absence of serious value conflicts in Russian speaking high school students sample in any of the Baltic States means that no value conflict creates enough tension to motivate them to leave the country. It can thus be assumed that the migration of school graduates is not linked to the inability to implement the values that are important to them in their country. But when the tension between value importance and reachability reaches the inner conflict level, it potentially could become the reason why young people decide to emigrate from one of the Baltic countries.

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# MEDIATING ROLE OF DISSOCIATION SYMPTOMS BETWEEN ADOLESCENT COMPULSIVE INTERNET USE ACROSS TIME

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**Abstract.** *The aim of this study was to examine adolescent compulsive internet use (CIU) across a one-year period, to examine associations with symptoms of depression, anxiety and dissociation, as well as to analyze the potential mediating effect of dissociation symptoms. Previous studies have indicated that dissociation might serve as a coping strategy and/or as a consequence of problematic internet use. Participating in the study were 80 adolescents (39 girls and 41 boys), ages from 12 to 18 (mean age 14.90 years) at the time of the first measurement. At Time 1 and one year later at Time 2 measurement points the participants completed the Trauma Symptom Checklist (Briere, 1995) and items from the Compulsive Internet Use Scale (Meerkert, VanDen Eijnden, Vermulst, & Garretsen, 2009). Correlation analyses showed associations between CIU and the adolescents' ratings of anxiety, depression and dissociation at Time 1 and Time 2. Mediation analysis indicated partial mediation of dissociation symptoms between CIU at Time 1 and Time 2. A comparison of these relationships across time provides opportunity to discuss possible directions of causality and implications of bidirectionality between dissociative tendencies and adolescent prolonged, compulsive internet use.*

**Keywords:** *adolescents, compulsive internet use, dissociation symptoms.*

## Introduction

Although the ubiquitous presence of the internet in the daily lives of modern day adolescents and adults provides undoubtable benefits, there are also potential costs. Mazzoni and colleagues (2017) have suggested that the benefits which internet usage provides include the boosting of human potential and exploration of previously unforeseen possibilities. The rapid access to vast realms of information and the potential of electronically manipulating with this information can help to stimulate intelligence and creativity. Web technologies may serve as a functional tool to be used as a source of empowerment, and benefits of internet usage can also include enhanced social connectedness. Internet-based interventions have been found to be effective in the treatment of



various psychiatric disorders (e.g. Probst et al., 2020). However, Ekbia and Nardi (2012) suggest that internet usage may at times lead to “inverse instrumentality”, whereby the user may lose control over the tool.

The loss of control over internet usage was initially conceptualized by Young (1998) as Internet Addiction, whereby this type of addiction was compared to other forms such as gambling, drugs and alcohol use because of the similarities in preoccupation and withdrawal symptoms. However, since then various researchers and clinicians have asserted that “internet addiction” may not be the most precise description of this phenomenon because individuals are not addicted to the internet per se, but rather have developed a compulsion to engage in specific forms of internet usage, resulting in subsequent complications in their daily life. Hence, difficulty in controlling one’s use of the internet is also referred to as compulsive internet use (CIU) or problematic internet use (PIU), terms which are used as synonyms. CIU or PIU is not a diagnosis, but rather refers to preoccupation with internet use, difficulty in controlling one’s use of the internet, the need for increasingly greater time spent using the internet, and withdrawal symptoms such as irritability when one is not using the internet (Meerkerk, Van Den Eijnden, Vermulst, & Garretsen, 2009).

Previous research has pointed to associations between PIU and psychopathology, most often indicating links with depression, anxiety or aggression (Kaess et al., 2014). For example, a review article of 20 studies on internet use reported that 75% of those studies found significant associations between PIU and depression, 57% found links between PIU and anxiety disorders, and 66% connected PIU with hostility or aggression (Carli et al., 2012). However, there have been very few studies examining the relationships between internet use and symptoms of dissociation, with a few exceptions (e.g. Dalbudak, Evren, Aldemir, & Evren, 2014; De Berardis et al., 2009).

Dissociation has been conceptualized as experiencing a disconnection and lack of continuity between thoughts, memories, surrounding, actions and identity. Dissociative experiences include a sense of being detached from one’s self and one’s emotions, as well as a perception of one’s surroundings as unreal. Symptoms of dissociation most often are studied in relation to the sequelae of severe abuse or trauma (Schimmenti et al., 2012), and dissociation can serve as a coping strategy, as a means of escaping from the painful feelings elicited by experienced trauma. However, even in the absence of trauma individuals may experience mild dissociative symptoms that include brief gaps in awareness or lapses in memory, experiences of imaginative involvement and experiences of intense absorption (Cardena & Carlson, 2011). Taking into consideration the specifics of internet use, which often includes identification with certain characters in a video game or the development of an “avatar” for use in social networking, hence absorption into a virtual world, it seems somewhat surprising

that researchers of internet use have paid so little attention to possible associations with dissociation. Studies have shown that a high frequency of dissociative experience predicts various socioemotional problems, including difficulties in personal relationships, difficulties with functioning at school or work, as well as distress from nightmares (e.g. Secrist, Dalenberg, & Grevitz, 2019).

The majority of studies examining the negative sequelae of internet use have been cross-sectional, with some exceptions. The question has been raised as to whether internet usage leads to mental health problems or do mental health problems lead young people to use the internet in problematic ways? Or is there a bidirectional, reciprocal relationship? A fairly recent four-year longitudinal study on adolescent CIU and mental health showed that CIU predicted the development of poor mental health, but that poor mental health did not predict CIU development (Ciarrochi et al., 2016). However, the authors of this study indicate that the General Health Questionnaire used in their study may have been too broad to pick up the consequences of poor mental health. The purpose of the present study was to continue addressing this question of directionality of the relationships between CIU and aspects of mental health difficulty, in this case, examining specifically the associations with depression, anxiety and dissociation, with measurements at two points in time.

The research questions posed were as follows: What are the associations between adolescent CIU and symptoms of depression, anxiety and dissociation at Time 1 and Time 2? Is there a mediating effect of dissociation between CIU at Time 1 and Time 2?

## **Methodology**

### **Participants**

Participating in the study were 80 adolescents (39 girls and 41 boys), ages 12 – 18 years old (mean age 14.90 years, SD 2.02) at Time 1. The adolescents participating in the study were from two different schools in Latvia, chosen according to accessibility. The majority of the study participants (73%) reported that they are living with both parents, while 19% reported living in a single-parent household with their mother, and 8% reported other living arrangements, such as living with their grandparents. Almost all of the study participants reported that computers and smart phones are readily available to them: 98% reported that they have a computer at home; 96% reported that they have internet access at home; 94% reported that they have their own smart phone with internet access.

## **Procedure**

Permission was received from the school principals to conduct the study. Parents were informed of the content of the study with information posted on the online platform for teacher-parent communication, and passive consent was received, meaning that the parents were advised to indicate if they did not want their child to participate. None of the parents indicated that they did not want their child to participate. Students were informed about the purpose of the study, and principles of anonymity, voluntary participation and the right to withdraw from the study at any time without repercussions were explained. All of the adolescents who were invited to participate in the study agreed to participate with active consent. Questionnaires were distributed and collected by trained research assistants during homeroom class sessions. The homeroom teachers were not involved with the data collection process. Data was collected at Time 1, and again one year later at Time 2.

## **Measures**

All measures were independently forward and back-translated from English to Latvian by several bilingual translators. Consensus agreement was reached in case of any discrepancies. The translations were pilot-tested and after initial psychometric analysis, the translations of some items were refined in order to ensure conceptual equivalence of the items in comparison to the original.

*Compulsive internet use* was assessed with four items from the Compulsive Internet Use Scale (Meerkerk et al., 2009). Adolescents reported on items about preoccupation with using the internet; the need to use increased amounts of time on the internet; and feeling restless, moody or depressed when not using the internet. Adolescents rated the items on a 5-point scale, ranging from 1 (*never*) to 5 (*always*). Internal consistency for the four-item scale was moderate in our sample: Cronbach's alpha ranged from 0,73 to 0,83 at Time 1 and Time 2

*Depression, anxiety and dissociation* symptoms were self-reported by adolescents with use of the Trauma Symptom Checklist (Briere, 1995). Adolescents rated the items on a 5-point Likert-type scale from 1 (*never*) to 5 (*always*). This study included analysis of three scales: depression, anxiety and dissociation. The depression scale includes 9 items (e.g., *I feel sad or unhappy; I feel that nobody likes me*); the anxiety scale includes 9 items (e.g., *I feel afraid that something bad might happen*); and the dissociation scale includes 9 items (e.g. *I pretend that I am someone else; I feel that things aren't real*). In our sample internal consistency was good for all three scales at Time 1 and Time 2: Cronbach's alpha for depression was at 0,86 and 0,87; Cronbach's alpha for anxiety was at 0,80 and 0,83; and Cronbach's alpha for dissociation scale was at .87 at both measurement times.

Adolescents also reported their age, gender and availability of internet use.

### Data Analysis

First, preliminary descriptive analyses, and zero-order correlational analyses were conducted to examine bivariate associations among the adolescents' ratings of depression, anxiety and dissociation symptoms and PIU. The possibility of a mediation effect was tested with a series of four regression analyses: 1) dissociation was regressed on CIU at Time 1; 2) CIU at Time 2 was regressed on dissociation; 3) CIU at Time 2 was regressed on CIU at Time 1; and 4) CIU at Time 2 was regressed on dissociation and CIU at Time 1. The Sobel test was conducted to examine the mediation effect.

## Research results

Descriptive statistics and bivariate associations (Spearman correlations) between the study variables are presented in Table 1.

*Table 1 Descriptive Statistics and Correlations between CIU, Depression, Anxiety and Dissociation at Time 1 and Time 2*

	1.	2.	3.	4.	5.	6.	7.	8.
<b>1. CIU 1</b>		0,56**	0,32**	0,31**	0,40**	0,36**	0,56**	0,49**
<b>2. CIU 2</b>			0,15	0,36**	0,20	0,43**	0,27*	0,42**
<b>3. Depression 1</b>				0,58**	0,73**	0,46**	0,68**	0,47**
<b>4. Depression 2</b>					0,45**	0,77**	0,44**	0,74**
<b>5. Anxiety 1</b>						0,55**	0,69**	0,44**
<b>6. Anxiety 2</b>							0,49**	0,74**
<b>7. Dissociation 1</b>								0,52**
<b>8. Dissociation 2</b>								
<i>M</i>	2,35	2,35	3,10	1,94	2,09	1,98	2,03	1,94
<i>SD</i>	0,88	0,76	0,72	0,72	0,66	0,62	0,72	0,70

Note: \*  $p < 0,05$ , \*\*  $p < 0,01$ . CIU 1 = Compulsive Internet Use at Time 1; CIU 2 = Compulsive Internet Use at Time 2.  $n = 80$

CIU at Time 1 was found to be positively correlated with ratings of depression at Time 1 ( $r = 0,32$ ,  $p < 0,01$ ) and Time 2 ( $r = 0,31$ ,  $p < 0,01$ ); with ratings of anxiety at Time 1 ( $r = 0,40$ ,  $p < 0,01$ ) and Time 2 ( $r = 0,36$ ,  $p < 0,01$ ); and with ratings of dissociation at Time 1 ( $r = 0,56$ ,  $p < 0,01$ ) and Time 2 ( $r = 0,49$ ,  $p < 0,01$ ). CIU at Time 2 was found to be positively correlated with

ratings of depression at Time 2 ( $r = 0,36$ ,  $p < 0,01$ ); with ratings of anxiety at Time 2 ( $r = 0,43$ ,  $p < 0,01$ ); and with ratings of dissociation at Time 1 ( $r = 0,27$ ,  $p < 0,05$ ) and Time 2 ( $r = 0,42$ ,  $p < 0,01$ ). Also examined were possible correlation between the above mentioned variables with age and gender. The only significant associations that was found was between gender and depression at Time 1 ( $r = 0,25$ ,  $p < 0,05$ ); gender and depression at Time 2 was with a tendency towards significance ( $r = -0,21$ ,  $p = 0,057$ , respectively), indicating that girls reported higher depression ratings than boys. Correlation analysis also showed that the time spent using the internet was positively associated with CIU.

An examination of mediation effects showed dissociation at Time 2 to mediate the association between hyperactivity and maladaptive cognitions (see Table 2). Initial results showed a significant direct relation between CIU at Time 1 (CIU 1) and CIU at Time 2 ( $\beta = 0,58$ ,  $SE = 0,08$ ), as well as a significant direct relation between CIU 1 and Dissociation at Time 2 ( $\beta = 0,53$ ,  $SE = 0,08$ ). Upon entering both CIU 1 and Dissociation at Time 2 in prediction of CIU 2, the change in predictive value ( $\beta = 0,48$ ,  $SE = 0,09$ ) indicated a partial mediating effect of Dissociation.

*Table 2 Dissociation mediating the association between CIU at Time 1 and Time 2*

		<i>B</i>	<i>SD(B)</i>	$\beta$	<i>F</i>	<i>R</i> <sup>2</sup>
1.	<i>CIU 1</i> → <i>Dissociation 2</i>	0,42	0,08	0,53***	29,86***	0,28
2.	<i>Dissociation 2</i> → <i>CIU 2</i>	0,48	0,11	0,44***	19,34***	0,20
3.	<i>CIU 1</i> → <i>CIU 2</i>	0,50	0,08	0,58***	39,08***	0,33
4.	<i>Predicting CIU 2</i> <i>CIU 1</i> <i>Dissociation 2</i>	0,42 0,20	0,09 0,12	0,48** 0,18	21,43***	0,36

Note: \*\* $p < 0,01$ ; \*\*\* $p < 0,001$ . *CIU 1* = Compulsive Internet Use at Time 1; *CIU 2* = Compulsive Internet Use at Time 2; *Dissociation 2* = Dissociation at Time 2.  $n = 80$

The Sobel test confirmed the partial mediation effect,  $z = 3,36$ ,  $p < 0,01$ .

## **Discussion and Conclusions**

The aim of this study was to examine adolescent CIU across a one-year time period in association with symptoms of depression, anxiety and dissociation, as well as to analyze the potential mediating effect of dissociation symptoms. The initial correlational analysis showed that CIU at Time 1 (CIU 1) is strongly associated with CIU at Time 2 (CIU 2). Furthermore, CIU 1 is associated with depression, anxiety and dissociation variables – both as reported at Time 1 and Time 2. These results are in support of previous cross-sectional studies which have shown CIU to be associated with symptoms of anxiety and depression (e.g. Carli et al., 2012). These results also support the study by Ciarocchi and colleagues (2016), which showed mental health problems to be the sequelae of problematic internet use, rather than a contributing risk factor. In fact, also in this study Depression at Time 1 was not associated with CIU 2, and neither was Anxiety at Time 1 associated with CIU 2, thereby indicating that depression and anxiety do not have a causal relationship in facilitating CIU. Of course, the results of this study need to be replicated with a larger sample and across a longer period of time.

The associations between CIU and dissociation symptoms indicate a somewhat different pattern. The adolescent ratings of dissociation at both Time 1 and Time 2 were associated with CIU 2, providing indication that dissociation symptoms may be both a facilitating factor and also a consequence of problematic internet use, which would entail a bidirectional effect of causality. Such a stipulation would be in line with previous studies which have shown that vulnerable individuals can be progressively drawn into the virtual world of the internet (Liu & Peng, 2009). Adolescents with symptoms of dissociation, which by definition include a tendency to become absorbed with various mediums that provide escape from reality (including books and films), may be especially vulnerable to the enticements of the virtual world (Schimmenti et al., 2012). The results from this study showed the effect of partial mediation by dissociation symptoms between CIU 1 and CIU 2, again indicating that adolescents who are prone to dissociation and who use dissociation as a coping strategy would be particularly susceptible to being drawn into the virtual world of the internet, and this could contribute to over-involvement with either video gaming or social networking.

As indicated above, among the limitations of the present study is the relatively small sample size, which should be expanded in future studies concerning CIU across time. Also expanded in future studies should be the length of the time span studied longitudinally. It would be valuable to include at least three measurement times, so as to more fully understand the relationship between symptoms of psychopathology as potential precursors to problematic

internet use, as well as the symptoms as sequelae of CIU. Potentially there could also be bidirectional effects, as implied by the results of the current study in the found associations between CIU at Time 1 and Time 2, and dissociation symptoms at Time 1 and Time 2. Future studies should also include a measure of early experiences of neglect and abuse, or other forms of trauma, which have previously been shown to contribute to dissociative processes (Schimmenti et al., 2012).

The practical implications of this study accentuate the need for parents and educators to be aware of the costs and benefits of extended internet use, and to seek the most appropriate and effective means by which to limit extensive internet use that can lead to problematic internet use, symptoms of withdrawal, preoccupation and subsequent difficulties in social relationships and academic schoolwork. Furthermore, the results from this study indicate that particular attention should be paid to the possibility of extensive internet use facilitating over-involvement and detachment from reality as the internet potentially provides psychological absorption in an alternative reality, but away from the benefits which everyday reality can and should provide.

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# EMOCIJU REGULĀCIJAS GRŪTĪBAS PACIENTIEM AR DEPRESIJU

## *Emotion Regulation Difficulties in Depression*

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**Abstract.** *Patients diagnosed with depression often experience difficulty in regulating their emotions due to non-adaptive regulatory strategies (e.g., avoidance, suppression, rumination). Adaptive emotion regulation skills (e.g., awareness, acceptance, self-support) can be trained and improved through psychological treatment. The objective of this study was to identify differences in emotion regulation skills between a clinical group of patients with depression (n=56) and a non-clinical group (n=56), adults without symptoms of depression. Methods. The study was based on socio-demographic survey and three self-report questionnaires adapted for use in Latvia: Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004), Emotion Regulation Skills Questionnaire (ERSQ; Berking & Znoj, 2008) and Emotion Regulation Questionnaire (ERQ; Gross & John, 2003). Results. Compared to the non-clinical group, the clinical group presented significantly decreased scores in several scales of ERSQ: Understanding, Self-support, Tolerance, Acceptance, Modification ( $p<.001$ ) and increased scores in four scales of DERS: Lack of emotional clarity, Difficulty engaging in goal-directed behaviour, Non-acceptance of emotional responses and Limited access to effective emotion regulation strategies ( $p<.001$ ). Conclusions. This study helps to identify the main emotion regulation difficulties for depression patients in Latvia – the ability to understand, accept, tolerate and modify emotions.*

**Keywords:** *depression, emotion regulation, emotion regulation skills.*

## **Ievads**

### **Introduction**

Depresija ir viena no izplatītākajām psihiskajām slimībām, kas apgrūtina cilvēka ikdienas funkcionēšanu, ievērojami pazemina viņa dzīves kvalitāti, rada sociālu un ekonomisku slogu (World Health Organisation, 2017). Personas ar

depresiju ilgstoši izjūt nomāktību, pazeminātu garastāvokli, bezcerību, prieka trūkumu, interešu un motivācijas samazināšanos, var just arī nepamatotu spēcīgu vainas izjūtu – tātad, nozīmīgas grūtības emocionālajā jomā. Kā papildus simptomi tiek minēti arī miega traucējumi, grūtības koncentrēties, negatīvi uzskati par sevi un dzīvi, psihomotorās aktivitātes traucējumi un citi (Rancāns, 2019).

Pētniecībā joprojām aktuāli ir jautājumi ne tikai par depresijas ārstēšanas iespējām un tās efektivitāti, bet arī par depresijas pamatā esošajiem un simptomus uzturošajiem mehānismiem (*underlying mechanisms*) (Joormann & Stanton, 2016). Balstoties uz pēdējos gados veikto metaanalīžu rezultātiem (Sloan et al., 2017; Visted, Vøllestad, Nielsen, & Schanche, 2018), vairāki pētnieki uzskata, ka viens no šiem pamata cēloņiem/mehānismiem ir cieši saistīts ar emociju regulācijas grūtībām jeb disfunkcionālām emociju regulācijas prasmēm/stratēģijām. Proti, nespēja pietiekami veiksmīgi regulēt emocijas rada nopietnu risku personas psihiskajai veselībai. Sistemātisko pārskatu rezultāti rāda, ka gandrīz visas psihiskās saslimšanas (ne tikai depresiju) raksturo emociju regulācijas grūtības vai pat tās iztrūkums (Sloan et al., 2017), kas var būt gan kā slimības simptoms, gan iemesls depresijas attīstībai (Hopfinger, Berking, Bockting, & Ebert, 2017).

Tā kā Latvijā emociju regulācijas prasmes saistībā ar depresiju līdz šim tikpat kā nav pētītas (Paiča, Taube, & Mārtinsone, 2019), publikācijas autoru mērķis bija noskaidrot, vai emociju regulācijas prasmes atšķiras pacientiem ar diagnosticētu depresiju (klīniskā grupa) salīdzinot ar neklīnisko grupu (pieaugušie bez depresijas simptomiem). Pētījums tika veikts Rīgas Psihiatrijas un narkoloģijas centra (RPNC) ambulatorajos aprūpes centros „Veldre“ un „Pārdaugava“ no 2019. gada janvāra līdz martam.

## Literatūras apskats

### *Literature review*

Termina emociju regulācija raksturošanai pētnieki izmanto daudzveidīgas definīcijas. To kodols nosaka, ka emociju regulācija izskaidro un apraksta cilvēkā noritošos emocionālos procesus un to, kā šie procesi tiek vadīti. Līdz ar pētījumu skaita pieaugumu par šo tēmu ne tikai psiholoģijā, bet arī izglītībā, organizāciju vidē, sportā, izpratne par emociju regulāciju paplašinās un padziļinās. Proti, mūsdienās tiek attīstīti vairāki emociju regulācijas modeļi. Zināmākie ir *Emociju regulācijas procesa modelis (Process model of emotion regulation)* (Gross, 1998, 2014) un *Adaptīvās emociju regulācijas modelis (The adaptive coping with emotions, ACE model)* (Berking & Whitley, 2014).

Vēsturiski lūkojoties, 20. gadsimta 90. gados, kad sākās pamanāmāka pētnieku interese par emociju regulāciju, šis process tika skaidrots kā emocionālās

pieredzes uzraudzība (*monitoring*), novērtēšana (*evaluating*) un izmainīšana (*modification*) (Thompson, 1994). Laika gaitā šis skaidrojums kļuva plašāks, izskaidrojošāks, ietverot daudzus aspektus. Šobrīd emociju regulācija tiek saprasta kā daudzdimensionāls process, kurā ir novērojama ne tikai emocionālā, bet arī kognitīvā, uzvedības, fizioloģiskā un attieksmes komponente. Proti, emociju regulācija ir emocionālās pieredzes apzināšanās, izprašana un pieņemšana, spēja apvaldīt impulsīvu uzvedību, kad tiek piedzīvotas nevēlamas emocijas, spēja elastīgi lietot situācijai piemērotas emociju regulēšanas stratēģijas, lai ietekmētu emocionālo reakciju intensitāti un/vai ilgumu un sasniegtu sev nozīmīgu mērķi, gatavība piedzīvot arī negatīvas emocijas kā daļu no jēgpilnas dzīves (Gratz & Roemer, 2004; Sloan et al., 2017).

Emociju regulācija var notikt gan automātiski un neapzināti, gan apzināti, pieņemot lēmumu izmantot vienu vai otru regulācijas stratēģiju. Tāpat tā var būt iekšējs (cilvēks *pats iekšēji* regulē savas emocijas) vai ārējs process (kāds *cits* regulē personas emocionālo pieredzi) (Ford & Gross, 2018).

Zinātniskajā literatūrā bieži vien kā sinonīms tiek lietoti jēdzieni emociju regulācijas stratēģijas (*strategies*), emociju regulācijas prasmes (*skills*) un retāk – emociju regulācijas spējas (*abilities*) (Visted et al., 2018). Proti, tiek izdalītas emociju regulācijas prasmes, kas var būt veiksmīgas jeb adaptīvas, un tādas, kas ir problemātiskas jeb disfunkcionālas. Līdzīgi kā ar mēģinājumiem definēt emociju regulācijas konceptu, arī attiecībā uz emociju regulācijas prasmēm vērojama daudzveidība un atšķirības. Piemēram, viens no zināmākajiem pētniekiem emociju regulācijas jomā Stenforda universitātes profesors Džeimss Gross (*James Gross*) izdala divas galvenās regulatīvās stratēģijas: emocionālās reakcijas apspiešanu (*supression*) un kognitīvo pārvērtēšanu (*reappraisal*), ko var saprast kā citas jēgas un nozīmes piešķiršanu emocijas izraisošajam notikumam (Gross, 2014). Personām ar depresiju vai depresijas simptomiem izteikti raksturīga ir apspiešana (Visted et al., 2018). Citi autori kā disfunkcionālas stratēģijas min rumināciju (*ruminatation*) jeb domu “malšanu”, un izvairīšanos (*avoidance*). Arī pastiprināta ruminācija raksturīga personām ar depresiju, turklāt tā var būt kā viens no depresīvo simptomu uzturēšanas mehānismiem (Sloan et al., 2017).

Saistībā ar depresiju vai depresijas simptomiem vairāk aprakstītas un pētītas ir disfunkcionālās emociju regulācijas stratēģijas (Joormann & Stanton, 2016). Uz to pamata vēlāk tika definētas adaptīvās regulatīvās stratēģijas, turklāt primāri tieši klīniskiem, praktiskiem mērķiem – kā īstermiņa psiholoģiskās palīdzības uzdevums, lai palīdzētu pacientiem ar depresiju uzlabot un iemācīties “veselīgāku” emociju regulāciju (Berking et al., 2008).

Viens no jaunākajiem teorētiskajiem modeļiem ir vācu pētnieku un psihologu/psihoterapeitu izstrādāts *Adaptīvās emociju regulācijas modelis* (*The Adaptive Coping with Emotions Model*; ACE), kas ir “no situācijas atkarīga septiņu emociju regulācijas prasmju mijiedarbība” (Berking & Whitley, 2014;

p. 20). Šajā modelī var ieraudzīt sava veida hierarhiju, proti, tiek izdalītas dažas pamata prasmes, bez kurām nav iespējamas pārējās. Adaptīvās prasmes ir:

1. jūtu un ķermeņa sajūtu apzināta apzināšanās (*conscious awareness*)
2. identificēšana, nosaukšana vārdā (*identifying & labeling*)
3. izpratne un skaidrība par to, kādi cēloņi izraisa un uztur noteiktu emocionālo stāvokli (*understanding*)
4. spēja aktīvi mainīt nevēlamās emocijas intensitāti/ilgumu (*modification*)
5. spēja izturēt un pieņemt nevēlamas emocijas, ja tās mainīt nav iespējams (*acceptance & tolerance*)
6. gatavība konfrontēties ar nevēlamām emocijām, kad tas nepieciešams sev svarīga mērķa sasniegšanai (*readiness to confront*)
7. efektīvs sevis atbalsts stresa situācijās (*effective self-support*).

Modeļa autori uzskata, ka pašas svarīgākās regulācijas prasmes, kurām ir ietekme uz personas psihisko veselību, ir negatīvo emociju pieņemšana un izturēšana, kā arī spēja nevēlamās emocijas modificēt. Pārējās prasmes, piemēram, jūtu apzināšanās, nosaukšana vārdā, tikai nodrošina veiksmīgu iepriekšminēto prasmju pielietojumu (Berking & Whitley, 2014). Modeļa empīriskai pārbaudīšanai ir izstrādāta aptauja, kas ir adaptēta lietošanai arī Latvijā (Paiča & Mārtinsone, 2019).

Apkopojot pētījumu rezultātus un literatūrā paustās atziņas, var secināt, ka pacienti ar depresiju izjūt grūtības emocionālajā jomā, šo grūtību pamatā ir nepietiekami attīstītas un/vai slikti funkcionējošas emociju regulācijas prasmes un ierobežots adaptīvo stratēģiju “repertuārs” (Visted et al., 2018). Uzlabojot pat atsevišķas emociju regulācijas prasmes, paaugstinās kopējā emociju regulācijas kvalitāte, kas samazina depresijas simptomus vai to atkārtotāšanās risku (Hopfinger et al., 2017).

## Metode

### *Methodology*

#### **Pētījuma dalībnieki**

Pētījumā piedalījās 112 pieaugušie vecumā no 18 līdz 66 gadiem. Klīnisko grupu veidoja 56 pacienti, kuriem diagnosticēta depresija (diagnožu kodī F 32, F 33 pēc SSK-10) un kuri tobrīd ārstējās Rīgas Psihiatrijas un narkoloģijas centra (RPNC) ambulatorajos aprūpes centros ar stacionāru „Veldre” un „Pārdaugava”. Pacientu vecums bija no 18 līdz 66 gadiem ( $M = 41.7$ ,  $SD = 14.9$ ), 84% sievietes un 16% vīrieši. Visi brīvi pārvaldīja latviešu valodu. Tika ievērota personas datu aizsardzība, saņemtas RPNC un Rīgas Stradiņa universitātes Ētikas komitejas atļaujas, kā arī respondentu piekrišana dalībai pētījumā. Pacientu anketēšana notika sākot no otrās nedēļas pēc iestāšanās klīnikā.

Neklīnisko grupu veidoja 56 pieaugušie<sup>1</sup> no 23 līdz 66 gadiem (M = 37.1, SD = 10.6), 82% sievietes un 18% vīrieši. Neklīniskās grupas iekļaušanas kritērijs bija depresijas diagnozes neesamība, tāpēc kā skrīninga instruments tika izmantota *Pacienta veselības aptauja – depresijas tests* (PHQ-9) un pētījumā iekļauti tikai tie respondenti, kam PHQ-9 kopējais vērtējums nepārsniedza septiņus punktus<sup>2</sup>. Neklīniskās grupas respondenti brīvi pārvaldīja latviešu valodu un piekrita dalībai pētījumā.

### **Instrumentārijs**

Respondenti sniedza par sevi īsu sociāli demogrāfisko informāciju un aizpildīja trīs aptaujas par dažādiem emociju regulācijas aspektiem papīra formātā klātienē. Visas aptaujas ir adaptētas lietošanai Latvijā un tika saņemtas atļaujas to lietošanai.

1. **Aptauja emociju regulācijas grūtību noteikšanai** (*Difficulties in Emotion Regulation Scale /DERS/*, Gratz & Roemer, 2004. Aptaujas adaptācija latviešu valodā: Jansone, 2011). Aptaujas 36 apgalvojumi novērtējami piecu punktu Likerta skalā no “gandrīz nekad” (1) līdz “gandrīz vienmēr” (5), un tie sagrupēti sešās skalās: emocionālās apzināšanās trūkums, emocionālās skaidrības (izpratnes) trūkums, emocionālo atbildes reakciju nepieņemšana, impulsu kontroles grūtības, grūtības iesaistīties uz mērķi orientētā darbībā un limitēta pieeja emociju regulācijai. DERS aptauja veidota tā, ka augstāks vidējais rādītājs skalā nozīmē izteiktākas grūtības emociju regulācijā. Aptaujas Kronbaha alfa  $\alpha = .92$  (skalām  $\alpha = .73 - .91$ ).
2. **Emociju regulācijas aptauja** (*Emotion Regulation Questionnaire /ERQ/*, Gross & John, 2003. Adaptācija latviešu valodā: Morozova, 2011). Aptauja izvērtē divas stratēģijas: kognitīvo pārvērtēšanu un emocionālās izpausmes apspiešanu. Aptauja sastāv no 10 apgalvojumiem, kuri jānovērtē septiņu punktu Likerta skalā: “pilnībā nepiekrītu” (1) līdz “pilnībā piekrītu” (7). Aptaujas iekšējā saskaņotība šī pētījuma izlasēm bija zema, Kronbaha alfa  $\alpha = .56$ .
3. **Emociju regulācijas prasmju aptauja** (*Emotion Regulation Skills Questionnaire /ERSQ/*, Berking & Znoj, 2008. Aptaujas adaptācija latviešu valodā: Paiča, Mārtinsone, 2019). Aptauju veido divas daļas – 50 dažādas emocijas un 27 apgalvojumi, kas jānovērtē piecu punktu Likerta skalā no “nekad” (0) līdz “gandrīz vienmēr” (4). Aptaujas otrās daļas apgalvojumi veido deviņas skalas: izjūtu apzināšanās, ķermeņa sajūtu apzināšanās, skaidrība, izpratne, pieņemšana, izturēšana (tolerance), gatavība konfrontēties, sevis atbalstīšana, modifikācija.

<sup>1</sup> Sākotnēji 75 dalībnieki, bet 19 respondenti neatbilda iekļaušanas kritērijiem

<sup>2</sup> Saskaņā ar Klīnisko algoritmu „Depresija pieaugušajiem atpazīšana, vadīšana, ārstēšana un aprūpe“ (Rancāns u.c. 2019), ja PHQ-9 kopējais vērtējums ir 5-7, depresijas pašlaik nav

Jo augstāks ir ERSQ skalu vidējais rādītājs, jo veiksmīgāk cilvēks konkrēto regulācijas prasmi pielieto. Aptaujas Kronbaha alfa  $\alpha = .94$  (skalām  $\alpha = .66 - .86$ ).

### Pētījuma rezultāti *Research results*

Dati tika aprēķināti programmā SPSS 24. Tā kā datu kopas neveido atbilstību normālsadalījumam, datu analīzē tika izmantotas neparametriskās statistikas metodes. Vispirms tika konstatēts, ka klīniskās un neklīniskās grupas nelielās vecuma un dzimumu atšķirības nav statistiski nozīmīgas ( $U = 1336, p = .235$  vecumam,  $U = 1505.5, p = .787$  dzimumam).

Kā redzams 1. tabulā, klīniskās grupas DERS rezultāti, salīdzinot ar neklīnisko grupu, ir augstāki četrās skalās: *emocionālās skaidrības (izpratnes) trūkums, emocionālo atbildes reakciju nepieņemšana, grūtības iesaistīties uz mērķi orientētā darbībā un limitēta pieeja emociju regulācijai* ( $p < .001$ ). ERQ abās skalās ir vērojamas vidējo rādītāju atšķirības, tomēr tikai *apspiešanas* skala atšķiras statistiski nozīmīgi ( $p < .05$ ).

*1.tabula. DERS un ERQ skalu salīdzinājums*  
*Table 1 The comparison of DERS and ERQ scores*

DERS skalas	Klīniskā grupa		Neklīniskā grupa		Mann-Whitney U	Asymp. Sig. (2-tailed)
	M (SD)	Mean Rank	M (SD)	Mean Rank		
Emocionālās apzināšanās trūkums	15.78 (4.63)	61.72	14.02 (3.79)	50.38	1225.50	.063
Emocionālās skaidrības (izpratnes) trūkums	12.09 (4.17)	68.15	9.36 (3.27)	44.07	872.00	.000*
Emocionālo atbildes reakciju nepieņemšana	17.82 (5.76)	73.11	11.52 (4.62)	39.20	599.00	.000*
Impulsu kontroles grūtības	15.61 (5.71)	64.29	12.98 (3.81)	47.86	1084.00	.007
Grūtības iesaistīties uz mērķi orientētā darbībā	17.87 (4.74)	71.13	13.32 (3.98)	41.14	708.00	.000*
Limitēta pieeja emociju regulācijai	25.55 (7.04)	76.55	15.79 (5.08)	35.82	410.00	.000*
<b>ERQ skalas</b>						
Apspiešana	16.98 (4.79)	66.59	13.8 (4.41)	45.60	957.00	.001**
Kognitīvā pārvērtēšana	25.65 (6.19)	49.93	27.77 (6.57)	61.96	1206.00	.048

*Piezīmes: klīniskā grupa n=56, neklīniskā grupa n=56. \* = statistiski nozīmīgas atšķirības  
\*\* = statistiski nozīmīgas atšķirības  $p < .05$*

Arī vairākās ERSQ skalās novērojama statistiski nozīmīga rezultātu atšķirība starp pacientu ar depresiju un neklīnisko grupu (sk. 2. tabulu). Pacientiem ar depresiju ir zemāki rādītāji skalās *izpratne, pieņemšana, izturēšana, gatavība konfrontēties, sevis atbalstīšana, modifikācija* ( $p < .001$ ), kā arī pazeminātas kopējās emociju regulācijas prasmes ( $p < .001$ ).

Atsevišķas skalas DERS un ERSQ aptaujās saturiski ir līdzīgas, tās izvērtē vienu un to pašu emociju regulācijas prasmi, piemēram, *apzināšanos, pieņemšanu, izpratni*. Abās aptaujās *apzināšanās* skalā netika konstatētas statistiski nozīmīgas atšķirības, bet tādas ir abu aptauju *pieņemšanas* un *izpratnes* skalās.

2.tabula. *ERSQ* skalu salīdzinājums  
Table 2 *The comparison of ERSQ scores*

Skala	Klīniskā grupa		Neklīniskā grupa		Mann-Whitney U	Asymp. Sig. (2-tailed)
	M (SD)	Mean Rank	M (SD)	Mean Rank		
Izjūtu apzināšanās	2.47 (0.82)	49.98	2.76 (0.77)	61.91	1209.00	.049
Ķermeņa sajūtu apzināšanās	2.57 (0.85)	53.37	2.72 (0.77)	58.58	1395.50	.389
Skaidrība	2.46 (0.78)	48.37	2.86 (0.78)	63.49	1120.50	.012
Izpratne	2.22 (0.85)	42.71	2.96 (0.83)	69.05	809.00	.000*
Pieņemšana	2.24 (0.86)	42.34	2.94 (0.58)	69.42	788.50	.000*
Izturēšana	1.80 (0.99)	41.75	2.70 (0.84)	70.01	756.00	.000*
Gatavība konfrontēties	2.15 (0.96)	43.23	2.87 (0.68)	68.54	837.50	.000*
Sevis atbalstīšana	2.21 (0.97)	45.33	2.81 (0.68)	66.48	953.00	.000*
Modifikācija	1.63 (0.83)	41.11	2.39 (0.58)	70.63	721.00	.000*
Kopējā ERSQ	2.19 (0.67)	41.55	2.78 (0.51)	70.19	745.00	.000*

Piezīmes: klīniskā grupa n=56, neklīniskā grupa n=56. \* = statistiski nozīmīgas atšķirības

## **Diskusija un secinājumi** ***Discussion and conclusions***

Apkopojot pētījuma rezultātus, var secināt, ka pacienti ar depresiju biežāk izjūt emociju regulācijas grūtības (emocionālās izpratnes trūkums, grūtības iesaistīties uz mērķi orientētā darbībā), viņiem ir nepietiekami attīstītas adaptīvās emociju regulācijas prasmes (emociju pieņemšana, izturēšana, modifikācija, efektīvs sevis atbalsts), turklāt atsevišķas prasmes ir nozīmīgi pazeminātas (emociju modifikācija, pieņemšana, izturēšana).

To, kāpēc kādam trūkst emociju regulācijas prasmju, parasti ietekmē daudzi faktori ilgākā laika periodā, piemēram, ģenētika, temperaments, agrīnā negatīvā pieredze, attīstības traucējumi, paaugstināts stresa hormonu līmenis, bailes no emocijām, negatīvs paštēls, dzīves laikā apgūti uzvedības paradumi u.c. (Berking & Whitley, 2014). Ir pieredze, ko nav iespējams izmainīt, tomēr ir pietiekami daudz, ko dzīves gaitā var iemācīties. Piemēram, pētījuma rezultāti ir noderīgi klīniskajā praksē, jo tie palīdz identificēt konkrētas emociju regulācijas prasmes, ko iespējams mērķtiecīgi attīstīt un uzlabot psiholoģiskās palīdzības praksē. Citu valstu pieredze rāda, ka arī īstermiņa psiholoģiskās intervences, ja vien tās ir mērķtiecīgas, var nozīmīgi uzlabot pacientu emocionālo funkcionēšanu, palīdzot apgūt jaunus reaģēšanas veidus un veicot psihoizglītošanu (Berking, Ebert, Cuijpers, & Hofmann, 2013). Ir izveidotas vairākas psiholoģiskās intervences, kuras tieši vai netieši vērstas uz adaptīvo emociju regulācijas prasmju pilnveidi. *Dialektiskā biheiviorālā terapija* (Linehan, 1993) ir viena no pirmajām šādām intervencēm, kura mērķtiecīgi attīsta tādas regulācijas prasmes kā emociju identificēšana, pieņemšana un modificēšana. *Pieņemšanas un saistības terapija* (Hayes, 2004) māca neizvairīties un “nebēgt” no nevēlamām un grūti izturamām emocijām, kā arī sasniegt sev nozīmīgus mērķus. Var pieminēt arī *Apzinātībā balstīto kognitīvi biheiviorālo terapiju* (Stone, 2005), kura sākotnēji tika radīta ar mērķi uzlabot personu ar depresiju emocionālo apzināšanos un izpratni. Pēdējos dažos gados arvien lielāku atpazīstamību iegūst transdiagnostiskā pieeja, kuras pārstāvji uzskata, ka dažādu psihiatrisko diagnožu pacientiem novērojamas vienas un tās pašas emociju regulācijas grūtības. *Vienotais protokols (Unified protocol)* ir uz emocijām fokusēta intervence, lai uzlabotu emocionālo funkcionēšanu pacientiem neatkarīgi no viņu diagnozes (Sakiris & Berle, 2019).

Turpmāk būtu ieteicams pētīt emociju regulācijas prasmju, vecuma, dzimuma un personības iezīmju sakarības lielākā izlasē, kā arī emociju regulāciju pacientu grupām ar citiem garastāvokļa un afektīviem traucējumiem.



### Summary

From January to March 2019, a study was conducted to evaluate the emotion regulation skills of Latvian patients with depression. The clinical group were 56 adult patients with a depression diagnosis (F 32, F 33.2; ICD-10) who were treated at the Rīga Psychiatry and Narcology Centre. Mean age 41.7 (SD = 14.9, range 18-66), 83.9% female, 16.1% male. The non-clinical group were 56 adults without symptoms of depression. Mean age 37.1 (SD = 10.6, range 23-66), 82.1% female 17.9%. The study was based on three self-report questionnaires adapted for use in Latvia: *Difficulties in Emotion Regulation Scale* (DERS; Gratz & Roemer, 2004) is a 36-item self-report measure. Six aspects of emotion regulation were evaluated. The higher are the scores, the more are the difficulties in emotion regulation. *Emotion Regulation Skills Questionnaire* (ERSQ; Berking & Znoj, 2008) is a 27-item self-report measure. Nine facets of successful emotion regulation skills were evaluated. The higher are the scores, the more successful are the emotion regulation skills. The third was an *Emotion Regulation Questionnaire* (ERQ; Gross & John, 2003). The questionnaires were completed in paper/pencil form.

Compared to the non-clinical group, the clinical group presented significantly increased scores in four scales of DERS: Lack of emotional clarity, Difficulty engaging in goal-directed behaviour, Non-acceptance of emotional responses, Limited access to effective emotion regulation strategies ( $p < .001$ ) and decreased scores in several scales of ERSQ: Understanding, Self-support, Tolerance, Acceptance, Modification ( $p < .001$ ).

The results of this study are practical and help to identify the main difficulties for Latvian patients – the ability to understand, accept, tolerate and modify emotions. The overall emotion regulation of an individual can be improved if he or she receives a psychological care which specifically targets the acquisition of such skills (for example, acceptance of emotional responses, emotional clarity).

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# PERCEIVED SCHOOL CLIMATE, PARENTAL MONITORING AND CYBERBULLYING AMONG ADOLESCENTS

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**Abstract.** *The aim of this research was to find out the connection between the perceived school climate, parental monitoring and cyberbullying among adolescents, and whether there were differences in these variables between two adolescent age groups. It was examined how the dimensions of the perceived school climate and parental monitoring explain the adolescents' experience of cyber victims and cyberbullies. A total of 309 Latvian students from grades 5 to 12 (200 respondents from grades 5-9 and 109 respondents from grades 10-12) participated in the research. In data collection Parental Monitoring Scale (Stattin & Kerr, 2000), Georgia School Climate Survey (La Salle, McIntosh, & Eliasson, 2016) and European Cyberbullying Intervention Project Questionnaire (Brighi et al., 2012) were applied. The results confirmed significant positive correlation between school climate perception, adequate parental monitoring and less cyberbullying. Also, significant differences between two age groups in perceived school climate, parental monitoring and cyberbullying indications were found. The younger group's adolescents provided more positive evaluations of school climate and parental monitoring, while the older group's adolescents reported more cyberbullying experience. The school climate dimensions Order and discipline, Character, Social support from peers together with negative aspect of parental monitoring Parental solicitation significantly predicted cyberbullying behavior in whole adolescent sample. These results create a better understanding of the variables concerning cyberbullying.*

**Keywords:** *school climate, parental monitoring, parental control, cyber victims, cyberbullies.*

## Introduction

Bullying and cyberbullying may be a result of experience of aggressive or antisocial behavior experienced in home environment or in society as a whole. Research shows that both family factors and school climate can affect how many bullying incidents a child will experience. Therefore, it is crucial to develop systemic collaboration between schools and families to be more effective in reducing of bullying (Olweus, 2012). Bullying is usually an aggressive behavior towards a sub-group characterized by unequal power distribution and this

aggressive behavior can often be repeated using different methods (Olweus, 1993, 1994). Cyberbullying is a relatively new type of bullying that is described as bullying using electronic devices. Studies show that cyberbullying in 50% of cases is done anonymously (Kowalski & Limber, 2007). Some researchers consider online bullying as more harmful than face-to-face bullying, because it has potential to cover a larger audience and there is a lower level of supervision from adults (Sticca & Perren, 2013). Previous studies revealed that 93% of pupils who reported on-site bullying behavior indicated also their experience as cyberbullying victims (Hase, Golberg, Smith, Stuck, & Campaign, 2015).

Studies on online behavior of American students of different ages indicate that between 11 and 15, 34% of respondents experienced cyberbullying at least once (Cyberbullying Research Center, 2015), while between 12 and 17, 33.8% of students had suffered from cyberbullying and 11.5% were cyberbullies themselves (Cyberbullying Research Center, 2016). Different findings and conclusions on which age cyberbullying is more widespread are contradictory. Czech studies indicate that bullying is more common in younger age group (12 to 15 years) of adolescents (Ševčíková & Šmahel, 2009), while other authors conclude that older American students (15 years and older) show more frequent online bullying behavior compared to younger adolescents (Ybarra & Mitchell, 2004).

Schools with clearly defined school policy and positive school climate have less probability of experiencing bullying (Olweus, 1994) and also students show less risky behavior in cyber environment (Lin & Chen, 2016). A positive school climate in secondary schools is linked to higher levels of student achievement and fewer cases of peer exclusion (Hanson & Voight, 2014; Johnson et al., 2012; Moos, 1987). This bullying preventing environment in schools involves successful school disciplinary structure, consistent and fair rules, as well as positive teacher-student relationship (Battistich, Schaps, & Wilson, 2004; Cornell, Shukla, & Konold, 2015; Goldweber, Waasdorp, & Bradshaw, 2013). Schools that have frequent conflicts, chaotic environment, insufficient monitoring, use harsh disciplining approaches, have safety problems, show more frequent number of bullying cases (Williams & Guerra, 2007). School climate is a social process that affects the subjective experience of participants (Cohen et al., 2009), because it includes norms, values and goals of the organization, as well as relationships, teaching and learning practices, and organizational structures (National School Climate Council, 2007). Researchers identify several dimensions of school climate – school connectedness, character, physical environment, social support from adults, social support from peers, cultural acceptance, order and discipline, safety and mental health (La Salle & Mayers, 2014).

Teachers' awareness and attitude toward bullying are important with regard to strategies, they will use to reduce bullying in school (Troop-Gordon & Ladd, 2015). Teachers and students may have different perceptions of presence of bullying in school. Although teachers report on their progress in reducing bullying in schools more frequently (Rigby, 2014), those students who believe that teacher perceives bullying as a norm showed higher levels of victimization (Saarento, Kärnä, Hodges, & Salmivalli, 2013).

Parents also play an important role in controlling and reduction of adolescent bullying behavior. Parental monitoring is defined as their knowledge of the child's whereabouts and what the child is doing (Guilamo-Ramos & Jaccard, 2010), as well as parental control and obtaining of information in different ways. A child may provide information on a voluntary basis (child disclosure) or parents may actively ask the child or his/her friends about the daily activities of the child (parental solicitation). Parental monitoring also includes introducing of clear rules and specific limitations on some particular activity of the child (parental control) (Stattin & Kerr, 2000). Children who are more likely to tell their parents about their daily activities are less likely to demonstrate risky behavior. Research shows that children, who express greater trust in their parents, feel understanding and support from their parents, are more willing to cooperate and respect parental rules (Guilamo-Ramos & Jaccard, 2010). Excessive control and child tracking is not considered as an effective monitoring method and could be associated with more frequent risky behaviors in children (Stattin & Kerr, 2000). The studies also confirm that insufficient level of parental monitoring is associated to development of antisocial behavior in children and adolescents (Flannery, Vazsonyi, Torquati, & Fridrich, 1994). However, the ability of parents to monitor child cyberbullying experience is significantly limited (Goldstein, 2015). For example, parents may have insufficient knowledge of different social networks, but, according to studies, cyberbullying is most commonly reported among peers on social network platforms (Cassidy, Brown, & Jackson, 2012). Similarly, parents can inaccurately assess the time children spend on the Internet and the negative aspects of online interaction (Cassidy et al., 2012; Dehue et al., 2008).

The systematic involvement of schools and parents or guardians (Patchin & Hinduja, 2012) is needed to reduce the violent behavioral manifestations of adolescents in any form of its expression.

The following hypothesis and research questions were posed:

*Research hypothesis:* adolescents who will report lower cyberbullying behavior will report more adequate parental monitoring and higher perceived school climate ratings.

*Research questions:*

1. Whether there are differences in perceived school climate, parental monitoring and cyberbullying experience in two adolescent age groups from classes 5-9 and classes 10-12?
2. How different dimensions of perceived school climate and parental monitoring predict cyberbully and cyber victim experiences in whole sample of adolescents?

## **Methodology**

### **Research participants**

The research involved 309 Latvian 5 to 12 grade students from four schools, 144 boys and 165 girls. The respondents represented two age groups, respectively, grades 5-9 (200 respondents) and 10-12 (109 respondents).

### **Measures**

*Georgia School Climate Survey Suite* (GSCS, La Salle, McIntosh, & Eliason, 2016) Middle/High school form (for 5<sup>th</sup>-12<sup>th</sup> grade students). The data of this research were collected as part of cross-cultural initiative of adaptation of Georgia School Climate Survey Suite in Latvia. The Middle/High school form includes demographic questions regarding grade and gender, and 36 statements about different aspects of school climate (school connectedness, character, physical environment, adult social support, peer social support, cultural acceptance, order and discipline and safety) with additional eight questions on respondents' mental health. Statements such as "I like school" are rated on the Likert scale from 1 – strongly disagree to 4 – strongly agree. Questions in the mental health subscale such as "In the past 30 days, on how many days have you felt sad or withdrawn?" are rated on the Likert scale from 1 – none, 2 – 1 or 2 days, 3 – 3 to 5 days, 4 – 6 to 9 days, 5 – 10 to 19 days, 6 – 20 to 29 days, 7 – all 30 days.

*Parental Monitoring Scale* (Stattin & Kerr, 2000). The survey consists of 24 statements, such as "Do your parents know how you spend your free time?" The survey is divided into four subscales of parental monitoring, such as parental knowledge, child disclosure, parental solicitation, parental control. Questions are assessed on a 5-point Likert scale where 1 – never and 5 – always.

*The European Cyberbullying Intervention Project Questionnaire ECIPQ* (Brighi et al., 2012; Del Rey et al., 2015). The survey consists of 22 statements, such as "Somebody has said nasty things about me, or has called me names through text messages or online messages, "I have threatened others through text messages or online messages". The statements are rated on a Likert scale where 0 – never, 1 – once or twice, 2 – once a month, 3 – once a week, 4 – several times a week. The survey consists of two subscales – cyber victims and cyberbullies.

**Procedure**

With the permission of the Ethics Committee for Humanities and Social Sciences research, and the informed consent of schools’ administration, surveys on paper were collected from 309 respondents in the context of Georgia School Climate Survey suite adaptation initiative in Latvia. The students completed all three questionnaires frontally, without time limitation. The participation was voluntary, taking into account the condition that students must be from grades 5 to 12. The data collection took one month. The results are analyzed using the IBM SPSS Statistics 22 program.

**Research results**

In order to test the hypothesis on relationship between cyberbullying experience, parental monitoring and the perceived school climate, a correlation analysis was performed (see Table 1).

*Table 1 Parental Monitoring, Perceived School Climate and Cyberbullying experience indicators Spearman’s Correlation Coefficients in the adolescent group (N = 309)*

Variables	Monitoring Parental knowledge	Child disclosure	Parental solicitation	Parental control	Cyber victims experience	Cyberbullies experience
Perceived school climate scale	.38**	.39**	-.16**	.18**	-.47**	-.37**
School connectedness	.33**	.29**	-.01	.18**	-.19**	-.14**
Character	.37**	.32**	-.06	.21**	-.21**	-.26**
Physical environment	.22**	.20**	-.06	.14*	-.26**	-.18**
Adult social support	.35**	.37**	-.12*	.14**	-.30**	-.25**
Peer social support	.19**	.20**	-.01	.11*	-.28**	-.27**
Cultural acceptance	.22**	.19**	-.03	.08	-.29**	-.24**
Order and discipline	.30**	.31**	.00	.22**	-.31**	-.24**
Safety	-.08	-.02	-.24**	-.12*	-.15**	-.04
Mental health	.27**	.29**	-.19**	.13*	-.52**	-.43**
Cyber victims experience	-.23**	-.24**	.20**	-.08	-	.63**
Cyberbullies experience	-.24**	-.21**	.17**	-.08	.63**	-

\*p < .05, \*\*p < .01

Among many significant correlations, negative correlations between perceived school climate and experience of cyber victim ( $r = -.47, p < .01$ ), as well as cyberbullies ( $r = -.37, p < .01$ ) were found. The experience of cyberbullying has statistically significant negative connection with nearly all subscales of the perceived school climate, with the exception of safety. With

regard to parental monitoring, higher rates in the cyberbullying experience reported by adolescents relate to lower levels of parental knowledge of the child activities, i.e. in the group of cyber victims ( $r = -.23, p < .01$ ) and also in the group of cyberbullies ( $r = -.24, p < .01$ ). Similarly, in both groups, adolescents show lower rankings in their openness to parents – in the cyber victims group ( $r = -.24, p < .01$ ) and in the cyberbullies group ( $r = -.21, p < .01$ ).

Adolescents' perception of excessive parental control is positively related to their reported cyber victim ( $r = .20, p < .01$ ) and also cyberbully experience ( $r = .17, p < .01$ ). Thus, with increasing of perceived parental solicitation, also increases amount of reported cyberbullying experience among adolescents. There is a positive connection between cyberbullies and cyber victim experience ( $r = .63, p < .01$ ). There are significant associations between the mental health ratings and positive aspects of parental monitoring.

With regard to research question about differences in perceived school climate, parental monitoring and cyberbullying experience in two age groups of adolescents, the means were compared by T-test (see Table 2).

**Table 2 Differences in perceived school climate, parental monitoring and cyberbullying experience between adolescent groups of 5-9 grades (N=200) and 10-12 grades (N=109)**

Variables	Groups				t
	5 to 9 grades (n = 200)		10 to 12 grades (n = 109)		
	M	SD	M	SD	
Perceived school climate	165.92	15.99	158.06	18.99	3.85***
School connectedness	15.63	2.55	14.23	3.02	4.31***
Character	21.27	2.21	20.58	3.15	2.23*
Physical environment	12.93	2.18	11.91	2.34	3.82***
Adult social support	13.59	2.21	12.39	2.13	4.60***
Peer social support	10.45	1.41	10.04	1.95	2.12*
Cultural acceptance	14.51	2.85	14.20	3.17	.87
Order and discipline	15.91	2.55	14.03	2.70	6.01***
Safety	11.26	2.93	13.39	2.57	-6.35***
Mental health	50.17	6.17	47.29	7.6	3.56***
Parental knowledge	38.46	5.70	35.32	5.30	4.73***
Child disclosure	19.44	4.10	17.61	3.72	3.87***
Parental solicitation	12.17	4.85	11.34	4.01	1.52
Parental control	18.38	5.72	15.75	5.62	3.87***
Cyber victims experience	3.41	4.65	4.30	5.71	-1.48
Cyberbullies experience	1.99	3.85	3.27	4.38	-2.65**



In the group of grades 5 to 9, the overall school climate is rated more positively ( $t = 3.85, p < .001$ ), as well as the majority of subscale indicators (school connectedness ( $t = 4.31, p < .001$ ), character  $t = 2.23, p < .05$ , physical environment ( $t = 3.82, p < .001$ ), adult social support from adults ( $t = 4.60, p < .001$ ), peer social support ( $t = 2.12, p < .05$ ), order and discipline ( $t = 6.01, p < .001$ ), mental health ( $t = 3.56, p < .001$ ) if compared to older adolescents. In the group of grades 10 to 12, school safety was rated higher ( $t = -6.35, p < .001$ ), while there were no statistically significant differences in cultural acceptance between the groups. Younger adolescents report higher parental knowledge ( $t = 4.73, p < .001$ ), disclosure of information and parental control ( $t = 3.87, p < .001$ ). There are no statistically significant differences in parental solicitation and self-reported of cyber victim’s experience between age groups. However, the older group of adolescents (10 to 12 graders) report significantly higher level of cyberbullying behavior ( $t = -2.65, p < .01$ ).

Stepwise regression analyses were performed to answer the second research question – how different dimensions of perceived school climate and parental monitoring predict cyberbully and cyber victim experiences in whole sample of adolescents (see Table 3 and Table 4).

**Table 3 Stepwise regression analysis for dependent variable cyber victims experience and independent variables order, discipline, adult social support in school and parental solicitation (N= 309)**

Cyber victims experience (DV)	B	SE (B)	<i>b</i>	F	R <sup>2</sup>
<i>Model 1</i>				39.97***	.12
Order and discipline in school	-.63	.10	-.34***		
<i>Model 2</i>				17.17***	.17
Order and discipline in school	-.64	.10	-.35***		
Parental solicitation	.24	.06	.22***		
<i>Model 3</i>				7.01**	.18
Order and discipline in school	-.48	.11	-.35***		
Parental solicitation	.22	.06	.22***		
Social support from adults	-.37	.14	-.35***		

\* $p < .05$ , \*\*  $p < .01$ , \*\*\* $p < .001$

The results show that reduced order and discipline at school, parental solicitation, and insufficient social support from adults at school, significantly predicts the experience of cyber victims, explaining 18% of the variance in results.

**Table 4 Stepwise regression analysis for dependent variable cyberbullies experience and independent variables order, discipline, parental solicitation, adult social support in school and character (N= 309)**

Cyberbullies experience (DV)	<i>B</i>	<i>SE (B)</i>	<i>b</i>	<i>F</i>	<i>R</i> <sup>2</sup>
<i>Model 1</i>				40.47***	.12
Adult social support in school	-.63	.10	-.34***		
<i>Model 2</i>				9.44**	.15
Adult social support in school	-.51	.10	-.28***		
Character	-.28	.09	-.18**		
<i>Model 3</i>				6.09*	.16
Adult social support in school	-.39	.12	-.21**		
Character	-.24	.09	-.15*		
Order and discipline in school	-.23	.09	-.15*		
<i>Model 4</i>				4.23*	.17
Adult social support in school	-.35	.12	-.19**		
Character	-.23	.09	-.14*		
Order and discipline in school	-.25	.09	-.15**		
Parental solicitation	.10	.05	.11*		

\*p< .05, \*\* p< .01, \*\*\*p< .001

Regression analysis indicates that less available social support from adults at school explains 12% of the variance in bullying behavior in adolescents  $R^2 = 0.12$ ,  $F(1, 302) = 40.47$ ,  $p < 0.001$ . The character of a student, lower order and discipline at school and higher adolescents' perceived parental solicitation increase the prediction to 17%.

## Discussion

Addressing the relationship among perceived school climate, parental monitoring and cyberbullying among adolescents, a significant negative connection between the perceived school climate and cyberbullying behavior was found. Adolescents who report to have experienced cyberbullying or who have cyberbullied others, rate school climate significantly lower. These results confirm findings of previous researches that more positive school climate is linked to lower peer bullying behavior in both face-to-face and cyber environment (Cornell, Shukla, & Konold, 2015; Hinduja & Patchin, 2012). The results of this research indicate that adolescents who reported their cyberbullying behavior have a significantly lower sense of school connectedness, are underestimating the quality of the physical environment, the adoption of school culture that includes respect-based mutual relations. There is less willingness to understand others and cooperate with them, lower sense of social support from adults and peers, and feeling of not receiving recognition for good behavior. The results are in line with

previous research findings that adequate discipline, clear school rules and available adult support are associated to higher ratings of school climate. A special role have both positive peer and teacher-student relationship that is associated with reduces bullying rates among adolescents (Cornell, Shukla, & Konold, 2015; Battistich, Schaps, & Wilson, 2004).

Those adolescents who acknowledged cyberbullying experience (both bullies and victims), self-reported significantly more mental health symptoms: sadness and withdrawal, intensive fear and somatic reactions, excessively uncontrollable self-harm behavior, extreme anxiety, difficulty concentrating and extreme mood shifts. Also, Hase and colleagues (2015) found but assessed as unstable the connection between cyberbullying and psychological symptoms.

Adolescents who have reported cyberbullying victims' experience, rate school safety lower, they report more fear of going to and from school, and being in school premises, and anxiety that other students might hurt them. They also noted that pupils fight and argue in their school. There was also a strong positive relationship between the experiences of cyber victims and cyberbullies. This suggests that considerable number of students who bully in the cyber environment are also victims of cyberbullying, which is in line with the results of previous researches (Hase et al., 2015).

There is connection between cyberbullying behavior and parental monitoring in general. Increasing parental knowledge about their children, as well as adolescent openness with parents reduces reported cyberbullying behavior. Conversely, parents' lower knowledge of daily routine of their child and child's reluctance to tell parents about his/her daily activities, is associated with higher rates of adolescent cyberbullying behavior. This corresponds with theoretical guidelines that appropriate parental monitoring and adolescents' willingness to share their daily events with parents are associated with fewer manifestations of risky behavior, while excessive control from parents relate to more frequent risky behavior in children (Stattin & Kerr, 2000). Adequate parental monitoring in adolescence also is linked with more positive perception of school climate. Adolescents who report more adequate parental monitoring feel more connected to the school, are positive about school culture, received support from others, physical environment, discipline, and they self-report better mental health. In turn, excessive control from parents (parental solicitation) is associated with lower perceived social support from adults, a lower sense of safety and more negative adolescent mental health self-reports.

A significant difference between the two adolescent age groups in several variables were found. In general, younger students (grades 5-9) were more positive about their school climate and showed higher parental monitoring rates. These findings are consistent with theoretical knowledge and results of other researches that parental monitoring of younger children is naturally more

intensive, as well as students from younger grades typically show higher school climate ratings. In the older adolescent group (grades 10-12), respondents rated school safety higher, which could indicate that they feel more independent and possibly are able to assess risky situations better. There was no difference in perception of parental solicitation and the experience of victims of cyberbullying between adolescents in both age groups. However, in the older adolescent group, respondents more frequently reported their own cyberbullying behavior. This finding contributes to the controversial results of research with regard to age, in which cyberbullying is more common (Ševčíková & Šmahel, 2009; Ybarra & Mitchell, 2004). The results of this research probably interact with other factors that should be taken into account. Previous researches found a connection between teacher recognition of bullying behavior, including informing students and the number of reported bullying cases (Saarento, Kärnä, Hodges, & Salmivalli, 2013; Troop-Gordon & Ladd, 2015). It is possible that the older adolescent group (grades 10-12) had a better understanding of what cyberbullying behavior was, which allowed them to assess themselves more adequately. It is also possible that in the younger adolescent group (grades 5-9) aggressive behavior may not be associated with bullying, but perceived as a style of communication. At this age, it could be easier for adolescents to acknowledge and indicate that they have been bullied rather than that they have bullied others.

With regard to predicting adolescent cyberbullying experience, it was found that several aspects of perceived school climate and parental monitoring explained 18% of cyber victim experience. Lower order and discipline at school, excessive (inadequate) parental control and lower social support from adults in school environment significantly predicts the potential emergence of cyber victimization among adolescents. This corresponds to conclusions of other researches that students who are less likely to be cyberbullied are more likely to rate school discipline and order higher. These students indicate availability of support from teachers at school (Cornell, Shukla, & Konold, 2015; Stattin & Kerr, 2000; Williams & Guerra, 2007). Previous researches also show the connection between increased parental control and more frequent cases of risky behavior of children (Stattin & Kerr, 2000). Addressing the variables predicting adolescents' cyberbullying behavior, it was found that perceived insufficient support from adults at school environment explains 12% of aggressive and attacking behavior in cyberspace. The prognosis increased taking to account the character of adolescent, associated with reluctance to treat others fairly, to help others and behave kindly. Perceived insufficient order and discipline in school together with perceived excessive parental control explain 17% variation in cyberbullying behavior. These results are in line with the conclusions of previous researches, which reflect the importance of supportive relationships between students and adults, the reduction of bullying behavior in secondary schools and more

successful interventions aimed at reducing bullying behavior (Johnson et al., 2012). These results emphasize necessity to implement prevention activities aimed at reducing teenage bullying behavior, what is possible if both school and parents are involved (Patchin & Hinduja, 2012).

### Conclusions and Limitations

One of the limitations of this study is that adolescents were not additionally informed what bullying behavior is. It was possible that the participants of the research – adolescents of different ages, could understand and interpret cyberbullying differently. Also, despite of good internal consistency of scale, the Georgia School climate survey was in the process of adaptation in Latvia.

In this study, the relationship between perceived school climate, parental monitoring and cyberbullying experience among adolescents was approved. There also was found significant differences in most of the variables with regard to two age groups – grades 5-9 and 10-12. It was concluded that different aspects of perceived school climate and parental monitoring predicted cyberbullying behavior and cyber victim experience among adolescents. Positive school climate and adequate parental monitoring were related with lower cyberbullying in the sample of adolescents. Therefore, perceived excessive parental control was associated with increased rates of cyberbullying behavior. It emphasizes the importance to provide an age-appropriate parental monitoring in order to develop self-regulation capacity in adolescents, since excessive control was more likely associated with inappropriate and risky behavior in children.

These findings rise awareness of necessity to collaborate between schools and families to reduce bullying and facilitate adolescents' mental health.

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# WORK-RELATED COGNITIVE RESERVE PREDICTS COGNITIVE FUNCTIONING AND DEPRESSION IN OLDER ADULTS

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**Abstract.** *In the past decade, there has been a rapid increase in people aged over 65 – in Latvia, it constitutes 34% of the population. It has been well established that depression is one of the psychiatric diseases often comorbid to dementia, therefore it is important to identify life-style related factors that could contribute not only to the delay of dementia symptoms but also decrease the possibility of depression in older adults. Thus the study aimed to investigate the relationship between work-related cognitive reserve, depression and overall cognitive functioning in older adults with no diagnosis of dementia or depression.*

*84 older adults aged from 65 – 92 (Mdn = 77, SD = 6.17, 76% women) with no diagnosis of dementia or depression participated in the study. To assess work-related cognitive reserve, Cognitive Reserve Index questionnaire (Nucci, Mapelli, & Mondini, 2012) was used, while for depression measures the 15- item Geriatric Depression Scale (Sheikh & Yesavage, 1986) was used. Overall cognitive functioning was measured using The Montreal Cognitive Assessment scale (Nasreddine et al., 2015).*

*To identify the relationship between the three variables, Spearman correlation coefficient was used. All variables correlated significantly. Both, work-related cognitive reserve and depression, predicted cognitive functioning ( $\Delta R^2 = .17$ ,  $F(1,82) = 17.13$ ,  $p = .000$  and  $\Delta R^2 = .147$ ,  $F(1,82) = 14.17$ ,  $p = .000$ ) accordingly. These results offer an insight into the possible positive contribution of the cognitive reserve not only to cognitive functioning, but also psychological well-being later in life. More studies in larger samples should be conducted to confirm the observation from this study.*

**Keywords:** *cognitive reserve, work-related cognitive reserve, depression, cognitive functioning, older adults.*

## Introduction

The increased economic burden of such mental diseases as dementia and depression has become a major health economic challenge in Europe, costing more than 200 billion euros per year (Olesen et al., 2012). In Latvia, patients with



dementia constitute for 6% of the registered mental patients, with mood disorders constituting for 8%. An unhealthy diet, lack of physical activities and addictive health habits have been identified as the main lifestyle-related health risk factors for dementia in Latvia, according to the Ministry of Health of the Republic of Latvia. Depression is considered to be both - a risk factor and prodrome in the case of dementia and mild cognitive impairment (Enache, Winblad, & Aarsland, 2011) and estimated 30.3% dementia patients also suffer from major depressive disorder. Depression in these patients significantly affects not only them, but also their caregivers and society (Goodarzi, Mele, Roberts, & Holroyd-Leduc, 2017).

Despite knowing the main risk factors for dementia (e.g. the increased number of APOE  $\epsilon$ 4 alleles (Qiu, Kivipelto, & von Strauss, 2009), cardiovascular diseases (Skoog & Gustafson, 2003), diabetes mellitus (Roberts et al., 2008), smoking and heavy drinking (Collins, Sachs-Ericsson, Preacher, Sheffield, & Markides, 2009), and unhealthy eating habits (Huang et al., 2005), the incidence of dementia is only growing and effective treatment still has to be found. Therefore, attention should be paid to illness prevention. While lifestyle habits present several risks for dementia, they may also function as protective factors. It has been found that education, social networking and mental activity (i.e. cognitive reserve) might postpone cognitive decline and neurodegeneration (Steffener & Stern, 2012). Cognitive reserve (CR) offers an active model of adapting of cognitive processes to brain functioning in case of a sudden change in the brain or brain damage (Stern et al., 2018).

Differences in abilities to overcome a pathology or display symptoms of neurological disease have for long been attributed to different factors, starting with genetics and nowadays moving towards life-style related effects on cognition. Among the best-known studies indicating the competition between nature and nurture, is the longitudinal Nun Study (Snowdon, 2003) that showed that those, who had more linguistic ability and who showed positive emotions in early in life, as well as those who had higher education, were less likely to experience rapid cognitive decline or dementia symptoms later in life despite there being actual changes in post-mortem brain measures. This is among one of the studies that stimulated the development of the cognitive reserve concept as the study indicated one significant aspect – despite the visible pathology, the individual can still express no cognitive, emotional or behavioural symptoms of dementia. Yaakov Stern (2002) got to a similar conclusion after noticing significant differences in recovery from brain lesions in similar regions in patients with different education levels, with higher educated patients having a shorter rehabilitation period. Nowadays, the concept of cognitive reserve and the role of education is well established; however, such life-style factors as working activity and leisure activity are still being overlooked, therefore, the aim of this study was

to investigate the relationship between work-related cognitive reserve, depression symptoms and cognitive functioning.

## **Methodology**

### *Participants*

84 older adults aged from 65 – 92 (Mdn = 77, SD = 6.17, 76% women) with no diagnosis of dementia or depression participated in the study. Inclusion/exclusion criteria for the participants were as follows: native Latvian speakers, at least 65 years old and no diagnosis of neurodegenerative or psychiatric diseases.

### *Materials*

Overall cognitive functioning was assessed using *the Montreal Cognitive Assessment scale* (MoCA, Nasreddine et al., 2005). This test includes 11 tasks evaluating executive functions, visuospatial perception, memory, verbal fluency, attention, generalisation and orienting in space and time. MoCA task is devised to identify even mild cognitive impairment.

To investigate working activity, Cognitive Reserve Index questionnaire (CRIq, Nucci, Mapelli, & Mondini, 2012) was used. This questionnaire is used for standardized estimation of cognitive reserve and its three underlying factors or subscales: education (comprised of formal and vocational studies), working activity (measured in five levels according to the amount of responsibility and education needed to work) and leisure time (including weekly, monthly and annual activities since the age of 18).

Depression was assessed using Geriatric Depression Scale 15-item questionnaire (GDS-15, Yesavage & Sheikh, 1986) that aims to identify symptoms of depression in older adults. Higher scores indicate a higher possibility of depression in the participant. The questionnaire includes 15 closed questions with yes/no answers.

### *Procedure*

Participants were recruited through different senior organisations as well as mass media. All data were obtained frontally and individually, all participants had good or corrected vision and hearing. Prior to the assessment, participants were inquired regarding their age, native language and medical history and only those participants that complied with the inclusion/exclusion criteria were invited to participate in the study.

## Research results

All data were analysed with IBM SPSS 21. To determine whether the data comply with normal distribution, Kolmogorov-Smirnov Z test was executed; however, only Work-related CR measures indicated compliance with normal distribution, therefore, non-parametric statistics methods were used later in the data analysis. In Table 1, descriptive statistics of all tests and their subscales are given.

*Table 1 Descriptive statistics of MoCA task, Geriatric Depression Scale and Work-related CR*

Variable	Mdn	SD	Min-Max	Z score
MoCA	25	3.55	14-29	1.54*
Visuospatial scale	3	1	0-4	2.17*
Naming scale	3	.34	0-5	4.76*
Memory scale	3	1.58	0-5	1.61*
Attention scale	5	.97	2-6	2.58*
Verbal scale	3	.77	0-3	2.79*
Generalisation scale	2	.77	0-2	2.99*
Orientation scale	6	.95	1-6	4.38*
Work-related CR	113	24.9	73-206	.99
GDS	2	2.46	0-11	2.52*

*Note.* MoCA – Montreal Cognitive Assessment, CR – cognitive reserve, GDS – Geriatric Depression Scale, \* -  $p < .05$ .

To evaluate the relationship between cognitive functioning, depression and work-related CR, Spearman's rank correlation coefficient was used. MoCA test statistically significantly correlated with both – depression ( $r_s = -.28$ ,  $p > .01$ ) and work-related CR ( $r_s = .41$ ,  $p < .01$ ). Exploring MoCA task scales in regards to work-related CR and depression, correlations between work-related CR and Visuo-spatial perception ( $r_s = .39$ ,  $p < .01$ ) and Language subscales ( $r_s = .38$ ,  $p < .01$ ) were found. Depression significantly, however, weakly, correlated only with Language subscale ( $r_s = -.28$ ,  $p < .01$ ). All MoCA task scales, apart from Naming scale, significantly correlated with the total MoCA score ( $r_s = .24 - .66$ ,  $p < .05$ ), which shows that the items are reasonably homogenous (for more detail please see Table 2).

**Table 2 Spearman's rank correlation between MoCA task and subscales, Geriatric Depression Scale and work-related CR**

Variable	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1.MoCA	--										
2. Executive fns	.55**	--									
3.Visuospatial	.66**	.50**	--								
4.Naming	.15	.05	.12	--							
5.Memory	.62**	.22*	.20	-.05	--						
6.Attention	.56**	.26*	.29**	-.07	.11	--					
7.Language	.62**	.39**	.53**	.13	.07	.36**	--				
8.Generalization	.37**	.11	.06	-.01	-.00	.25*	.31**	--			
9.Orientation	.24*	.14	.11	-.06	.16	.01	.07	-.05	--		
10.GDS	-.28**	-.11	-.10	.14	-.21	-.22	-.28**	-.20	-.17	--	
11.Work CR	.41**	.18	.39**	.10	.21	.25	.38**	.18	.16	-.34**	--

Note. MoCA – Montreal Cognitive Assessment, fns - functions, CR – cognitive reserve, GDS – Geriatric Depression Scale, \* -  $p < .05$ , \*\* < .01.

As significant relationships between MoCA test, work-related CR and depression were found, a linear regression analysis was conducted to investigate whether CR and depression can predict overall cognition (see Table 3).

**Table 3 Linear regression analysis results**

	R	$\Delta R^2$	F	B	$\beta$	t	p
Geriatric Depression Scale	.38	.15	14,17	-.56	-.38	-3.76	.00
Working CR	.42	.17	17.13	.06	.42	4.14	.00

Note. CR – cognitive reserve

Both, work-related cognitive reserve and depression, predicted cognitive functioning ( $\Delta R^2 = .17$ ,  $F(1, 82) = 17.13$ ,  $p = .000$  and  $\Delta R^2 = .15$ ,  $F(1, 82) = 14.17$ ,  $p = .000$ ) accordingly (See Table 3).

Multiple regression was run to predict cognitive functioning from depression and work-related cognitive reserve. These variables statistically significantly predicted cognitive functioning ( $\Delta R^2 = .23$ ,  $F(2, 81) = 11.97$ ,  $p = .01$ ). Both variables added statistically significantly to the prediction ( $p < .05$ ) (see Figure 1).

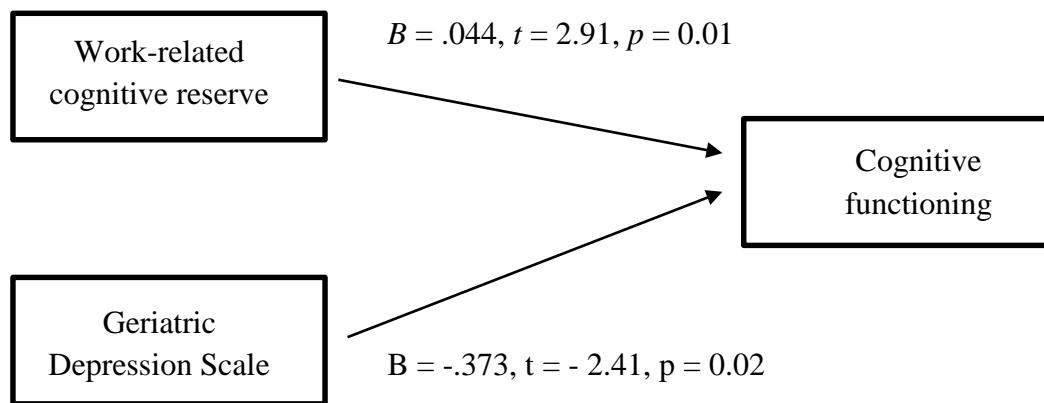


Figure 1 Multiple regression analysis results

## Discussion

This paper aimed to illustrate the relationship between work-related cognitive reserve, depression and cognitive functioning, and the main results indicate not only that there are statistically significant though weak correlations between these three variables. Depression and work-related CR also predicted 23% of the overall cognitive functioning score.

Lately, a vast amount of studies have indicated a relationship between depression and cognitive functioning and, while it is still unclear, whether depression is a result of cognitive impairment or vice versa, acute and persisting depression have been linked to a cognitive impairment also known as pseudodementia (Perini et al., 2019). Even though in our study the relationship between general cognitive functioning and depression was weak, it should be taken into consideration that only older adults without previous diagnosis of depression or cognitive impairment were included in the study, thus the low correlation can be easily explained with the low levels of depression and lack of diagnosed cognitive impairment (Gale, Allerhand, & Deary, 2012).

Similarly, significant though weak relationship between work-related CR and depression was found, indicating that bigger responsibility, social and intellectual involvement at work might be related to lower levels of depression symptoms. However, here as well it should be taken into consideration that the mean levels of depression symptoms were rather low. At the same time, social aspects of depression should be taken into account – such factors as working in rotating shifts (Kalmbach, Pillai, Cheng, Arnedt, & Drake, 2015), high psychological job demands and job insecurity has been found to predict the onset of depression (Andrea, Bültmann, Van Amelsvoort, & Kant, 2009). This in a way contradicts the results, as high demanding job is one of the criteria for higher work-related CR, thus another possible explanation for the negative relationship

could be found in the fact that having job often gives the chance for having a larger social network, which in turn has been a positive factor for lower levels of depression (Visentini, Cassidy, Bird, & Priebe, 2018).

Considering the relationship found between work-related CR and cognitive functioning, there have been rather contradictory results. While most of the studies indicate the role of CR in cognitive functioning in adults with dementia (Mondini et al., 2016) or after mild traumatic brain injury (Stenberg et al., 2019), most studies do not find this relationship in healthy adults. One of the possible explanations for this is that CR in cognitively healthy adults function as extra help in cases when the individual is confronted with challenging tasks and there is no need for the extra involvement in normal cognitive assessment tasks.

Overall, the study indicates that it would be worthwhile to include the assessment of CR in neuropsychological evaluations, as it could offer an insight into predictable rehabilitation time and outcomes. This study also contributes to previous studies showing that neuropsychological assessment can give faulty results in case of high cognitive reserve, as the onset of dementia symptoms has been delayed.

This study met several limitations. Firstly, only participants who reported no diagnosis of neurodegenerative diseases or depression were included in the study. While it would be beneficial to include clinical group in such study, it should be taken into consideration that Cognitive Reserve Index questionnaire is memory-based; therefore – not an objective measure. Knowing that memory is among cognitive processes that suffer the most from the aforementioned diseases, the data obtained may not be reliable., which is finding a possible biomarker for CR. Secondly, while MoCA task is widely used all over the world, it still has not been standardised for Latvian sample and more vigorous study including clinical sample should be conducted. Results of this study showed that the Naming scale did not have significant relationship with the total MoCA score, thus it could be worthwhile to investigate the actual use of this scale in a larger scale.

Overall the study indicates possible relationship between work-related CR, depression and overall cognitive functioning, with the first two variables possibly even predicting the cognitive functions; however, more rigorous study using clinical group and excluding the aforementioned limitations should be conducted.

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# CONCEPTUALIZATION OF SOCIAL CAPITAL IN CROSS-SECTIONAL DESIGN STUDIES: RAPID REVIEW OF LITERATURE

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**Abstract.** *Social capital is a concept that is widely studied in different fields of science, in different dimensions of this concept, and consists of a number of elements, including trust, sense of belonging and affiliation. Given the multidimensional nature of social capital, researchers point to the challenges of its conceptualization and operationalization of its elements.*

*Objective: To identify cross-sectional design studies, with nationally representative samples from European countries, where each study assessed following social capital elements: either trust and sense of belonging, or trust and affiliation, to identify other included social capital elements, to clarify how these elements are operationalized, to identify what social capital determinants are taken into account and what social capital manifestations have been evaluated.*

*Method: Cross-sectional design studies, with nationally representative samples for European countries, conducted between 2014 and 2019, were sought in Science Direct, ProQuest, SAGE, EBSCO, Google Scholar, using the key words “social capital”, “trust”, “sense of belonging” and their synonyms. The methodological quality was assessed by Appraisal tool for Cross-Sectional Studies (Axis). Results: From initially identified 173 studies, the literature review included 3 studies. The included studies identify determinants of social capital (socio-demographic factors (2 studies) and political affiliation (1 study)) and manifestations of social capital (self-rated health (1 study), loneliness (1 study), willingness to pay for environmental quality (1 study)). The included studies define the bonding, bridging and linking types of social capital, as well as the structural and cognitive dimensions of social capital. The studies assessed and operationalized the following social capital elements: trust (3 studies), sense of belonging (1 study), support (1 study), frequency of contacts (2 studies), participation in associations (1 study), religious affiliation (1 study), civic activity (2 studies).*

**Keywords:** *affiliation, sense of belonging, social capital, trust.*

## Introduction

The 21st century worldwide is marked by changes in social and economic processes, the escalation of climate change issues and the rapid development of information technologies and biotechnologies. The boundaries between the

physical, digital and biological world converge, the relationships and values are changing (Schwab, 2016), the forms of social functioning of different generations are becoming more pronounced (Parker, Graf, & Igielnik, 2019).

The social capital is a concept, under which the social structure, its constituent and representative elements, the factors affecting the elements, and the results of this interaction, both at individual and society level, are examined. The concept of social capital comes from sociology, but this is often studied in a number of scientific disciplines, as well as interdisciplinary ones (Claridge, 2018). One of the pioneers of the concept of social capital in social sciences, Robert Putnam, defines it in a following way: social capital is a resource formed in relationships. In the concept of social capital, Putnam defines three elements: trust, engagement and norms, highlighting trust as a key element (Putnam, 1999). Francis Fukuyama explains it in a similar way, pointing out that trust builds in collective cooperation and in norms (Fukuyama, 1995). The trust is divided in particular, general and institutional trust. Cooperation, engagement and affiliation to social associations promotes democratic conflict resolution strategies (Bjornskov, Schnellenbach, Gehring, & Dreher, 2015) and compromise-building skills (Kopelman, Hardin, Myers, & Tost, 2016). The sense of belonging, within the concept of social capital, is defined as a phenomenon based on shared values and trust (Ahn & Davis, 2019). The sense of belonging is an essential factor for the functioning of the individual (Pinillos-Franco & Kawachi, 2018), for integration into society (Simonsen, 2017), in the process of forming a civic consciousness, as well as a prerequisite for successful cooperation in tackling social and economic dilemmas (Arora, Peterson, & Krantz, 2009). Trust, sense of belonging and affiliation are essential elements, characterizing the social structure, and are a pretext for the positive development of the state and society.

Research into the concept of social capital, from the point of view of different sciences, highlights its complexity, leading to a different understanding among researchers of the concept of social capital. In order to conceptualize social capital, and to create a common understanding about it, a number of researchers have identified determinants of social capital and structure of social capital, including elements, types, dimensions and manifestations of social capital (Claridge, 2018).

Researchers often use secondary data from international surveys to analyze social capital, the factors, structure and manifestations that affect it, both in Europe and elsewhere in the world, but social capital conceptualization depends on the data of each particular survey. Latvian researchers, J. Šķilteris, S. Vasiļjeva and others have also studied social capital characteristics in Latvian society, through cross-section design studies with representative samples.

In order to find out, how social capital is conceptualized in cross-sectional design studies, and whether such social capital elements, as trust and sense of

belonging, or trust and affiliation, are both assessed in the same study, a literature review will be created, using a rapid review methodology. The aim of this rapid literature review: to identify cross-sectional design studies, with nationally representative samples from European countries, where each study assessed following social capital elements: either trust and sense of belonging, or trust and affiliation, to identify other included social capital elements, to clarify how these elements are operationalized, to identify what social capital determinants are taken into account and what social capital manifestations have been evaluated.

### **Literature review**

This section will provide a brief insight into these determinants, types, dimensions, elements and manifestations of social capital, which have been taken as the basis for an analysis of studies included in the review.

Determinants of social capital can be divided into a micro (individual) and macro (society) level. Socio-demographic factors, membership of social groups, etc. are most commonly used as micro level determinants of social capital. History and culture, social structures, mobility, economics, social class, civil society, consumption, political society, and social norms at various levels are most commonly used as macro level determinants of social capital (Claridge, 2004).

Stephen Aldrige, David Halpern and Sarah Fitzpatrick describe the most frequently mentioned types of social capital: bonding, bridging and linking social capital (Aldrige, Halpern, & Fitzpatrick, 2002).

**Bonding social capital** describes the relationships between group or community members, having similar socio-demographic characteristics and having a close relationship. These can be family members, neighbors, closest friends with similar interests, values, attitudes and mutual trust. This type of social capital is characterized by a horizontal relationship (Aldrige, 2002).

**Bridging social capital** describes the relationships between individuals, groups or organizations with different socio-demographic characteristics. These relationships are based on common interests, values or attitudes, but individuals, groups or organizations involved in these relationships may have a different social identity. Bridging social capital is characterized by a tolerance to the differences and relationships can be horizontal and vertical, but not as close as in the case of bonding social capital (Aldrige, 2002).

**Linking social capital** is described as institutionalized, legally regulated norms and relationships between individuals, groups or institutions. They are vertical, within which cooperation is taking place between individuals or groups from different social layers with different divisions of power. Linking social capital includes civil activity and responsibility, cooperation between local

communities, organizations and government, trust in legislators and institutions, shared values and objectives (Aldrige, 2002).

Regarding social capital dimensions, one of the most well-known social capital researchers, Yuan Chou, defines the cognitive and structural dimension (Chou, 2006).

**The cognitive dimension** of social capital includes the quality of social relations between individuals and groups, attitudes and value-building processes, mutual trust based on shared values and norms. Their constituent elements are shared values, attitudes, and beliefs, trust and trustworthiness, norms and sanctions, obligations and expectations and sense of belonging (Chou, 2006).

**The structural dimension** of social capital describes the social structure, the relationships between individuals and groups. Structural social capital is characterized by the closeness and intensity of individual relations and by the density of groups and organizations and the number of members. Their constituent elements are network ties and configuration, roles, rules, precedents, and procedures (Accra, 2016; Claridge, 2004).

Regarding manifestations of social capital, at the micro level, the social capital manifestations can be mental health, subjective well-being, and others. At the macro level, the social capital manifestations can be an index of democracy, the level of crime, the country's economic growth rate and others (Claridge, 2004).

## Methodology

This literature review was created using rapid review methodology.

**Data sources:** cross-sectional design studies, with nationally representative samples, carried out in European countries, between 2014 and October 2019, with full English text available, and where each study assessed following social capital elements: either trust and sense of belonging, or trust and affiliation.

**Procedure:** Studies were searched in the Science Direct, ProQuest, SAGE, EBSCO data bases and Google Scholar. Key words used: social capital, trust, sense of belonging and affiliation. The used Boolean operators: OR, AND. From the studies, included in the literature review, the following information was obtained: general information (author of the study, year, title), purpose of the study, information on the research instruments, information on the sample of the study, social capital elements trust, sense of belonging or affiliation, and other elements, articles used in their operationalization, determinants of social capital, manifestations of social capital.

**Research instruments:** The methodological quality of the studies, included in the literature review, was assessed by Appraisal tool for Cross-Sectional Studies (AXIS).

**Data analysis:** The included studies were analyzed using theoretical framework, established in the concept of social capital, defining the determinants, types (bonding, bridging, linking), dimensions (cognitive, structural), elements and manifestations of social capital.

### **Research results and Discussion**

From 173 identified articles, that were screened by abstracts, 123 articles were excluded. The full texts were read for 50 articles. 47 articles were excluded, because they did not meet the inclusion criteria (inappropriate design, not nationally representative sample, both trust and sense of belonging, or trust and affiliation are not evaluated in the study). As a result, the literature review included 3 studies of cross-sectional design, with nationally representative samples for European countries, where each study assessed following social capital elements: either trust and sense of belonging, or trust and affiliation. As we can see, the concept of social capital is widely studied, as demonstrated by the large number of studies, however, there are few studies where social capital elements such as trust, sense of belonging or affiliation, are included and evaluated. According to Venkatanarayana Motkas, it points to a differing understanding of researchers about the social capital elements, their importance and, accordingly, the inclusion and evaluation of these elements (Motkas, 2018).

The methodological quality, of the 3 included studies, was assessed using Appraisal tool for Cross-Sectional Studies, and was found to be very high, meaning that the criteria related to the study design methodology, the description of the results and the discussion, were met.

Table 1 contains information from studies, including the following data: author, year, title, purpose of study, research instruments, country, determinants of social capital and manifestations of social capital.

As shown in Table 1, 2 studies use secondary data from international surveys, 1 study use data from a national survey. 1 study use data from 17 European countries, 2 studies use data from 1 country.

Socio-demographic factors are used a determinant of social capital at micro (individual) level in 2 studies. Political affiliation is used a determinant of social capital at macro (society) level in 1 study. Socio-demographic factors are often used as determinant of social capital in studies, where manifestation of social capital is assessed at individual level, such as self-rated health (Ehsana, Klaasa, Bastianena, & Spinia, 2019), while political affiliation is a social capital determinant, which is widely used for social capital research at the society (macro) level (Anand, Boudreaux, & Banerjee, 2018).

**Table 1 General information about included studies, determinants and manifestations of social capital**

Author, Year	Name	Purpose of study	Research instrument	Country	Determinant of social capital	Manifestation of social capital
Pinillos-Franco, Kawachi, 2018.	The relationship between social capital and self-rated health: A gendered analysis of 17 European countries	Test whether gender differences in social capital could account for the male/female gap in self-rated health.	European Social Survey (ESS) (2016).	Austria, Belgium, Czech Republic, Estonia, Finland, France, Germany, Iceland, Ireland, Netherlands, Norway, Poland, Russian Federation, Slovenia, Sweden, Switzerland, United Kingdom.	Age, gender, marital status, education	Self-rated health
Marbuah, 2016.	Willingness to pay for environmental quality and social capital influence in Sweden	Investigate the extent to which social capital influences individual decision regarding WTP for environmental protection in Sweden.	International Social Survey Programme: Environment III - ISSP 2010	Sweden	Political affiliation	Willingness to pay for environmental quality
Nyqvist, Victor, Forsman, Catta, 2016.	The association between social capital and loneliness in different age groups: a population-based study in Western Finland	Examine the association between social capital and experienced loneliness in different age groups in a Finnish setting.	Western Finland Mental Health Survey 2011	Finland	Age, gender, marital status, education, language (Finnish, Swedish and other).	Loneliness

Based on the social capital theory and the theoretical concept of the included studies, the following manifestations of social capital have been evaluated in 2 studies: in 2 studies loneliness and self-rated health, using socio-demographic factors as determinants. These results confirm the fact, that socio-demographic factors, as social capital determinants, are substantially related to the health of the individual, as manifestation of social capital (Islam, Merlo, Kawachi, Lindström, & Gerdtham, 2006). In one study, the social capital manifestation was willingness to pay for environmental quality, which can be classified as civil activity and corresponds to the macro level. According to Anand, civil activity is one of the most important indicators of public sentiment and is often assessed in social capital studies (Anand, 2018).

The data from the studies were inserted in Table 2, showing the structure of the social capital: social capital types (bonding, bridging, linking), dimensions (cognitive, structural) and elements.

*Table 2 Types, dimensions and elements of social capital*

Author	Bonding		Bridging		Linking	
	Cognitive	Structural	Cognitive	Structural	Cognitive	Structural
Marbuah			General trust		Institutional trust	Civil activity
Nyqvist	Sense of belonging	Contacts	General trust	Membership in associations		
Pinillos-Franco	Support	Contacts	General trust, support	Religious affiliation	Institutional trust	Civil activity

As shown in Table 2, the structure of social capital, its types, dimensions and elements, one study covers all three types of social capital (bonding, bridging and linking) and both dimensions (cognitive and structural). One study covers 2 types (bonding and bridging) and both dimensions for these types. One study covers 2 types (bridging and linking), the cognitive dimension for bridging type and cognitive and structural dimensions for linking type. The general trust, as an element of social capital, was assessed in all 3 included studies, the institutional trust was assessed in 2 studies, confirming the fact that trust is considered as one of the key elements of social capital (Hamilton, Helliwell, & Woolcock, 2016). Sense of belonging was assessed in 1 study, but affiliation was assessed both as social capital element and as social capital determinant. This fact points to the differences, between social capital researchers, regarding social capital structure and determinants (Claridge, 2018).

The cognitive dimension of bonding social capital has been evaluated in 2 studies: “I feel I belong and am part of my neighborhood?” (Nygqvist, 2016), “How many people, if any, are there with whom you can discuss intimate and personal matters?” (Pinillos-Franco, 2018).

The structural dimension of bonding social capital has been evaluated in 2 studies: “How often are you in contact with friends and neighbors, respectively?” (Nygqvist, 2016), “How often do you socially meet with friends, relatives or colleagues?” (Pinillos-Franco, 2018).

The cognitive dimension of bridging social capital has been evaluated in 3 studies: “Would you say that most people can be trusted or you can’t be too careful?” (Marbuah, 2016), “It is better not to trust anyone.” (Nygqvist, 2016), “Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?”, “Do you think that most people would try to take advantage of you if they got the chance, or would they try to be fair?”, “Would you say that most of the time people try to be helpful or that they are mostly looking out for themselves?” (Pinillos-Franco, 2018).

The structural dimension of bridging social capital has been evaluated in 2 studies: “How active are you when it comes to association activities?” (Nygqvist, 2016), “Apart from special occasions such as weddings and funerals, about how often do you attend religious services nowadays?” (Pinillos-Franco, 2018).

The cognitive dimension of linking social capital has been evaluated in 2 studies: “Most of the time we can trust people in government to do what is right (Marbuah, 2016), “Have you worked in a political party or action group in the last 12 months?”, “Compared to other people of your age, how often would you say you take part in social activities?” (Pinillos-Franco, 2018).

The structural dimension of linking social capital has been evaluated in 2 studies: “Political party affiliation”, “The last five years, have you (a) given money to an environmental group”, (b) taken part in a protest or demonstration about an environmental issue?” (Marbuah, 2016), “Have you worked in a political party or action group in the last 12 months?”, “Compared to other people of your age, how often would you say you take part in social activities?” (Pinillos-Franco, 2018).

The results of this literature review reveal a trend, pointed out and criticized by a number of authors, of forming a social capital structure from different elements and using different questionnaires to assess these elements (Claridge, 2018, Haynes, 2009).

A restriction for this literature review, which may affect the results of the review, is a non-involvement of an independent researcher in the process of study identification, selection, data extraction and methodological quality evaluation.



## Conclusions

Systematic search identified cross-sectional studies, with nationally representative samples from European countries, where each study assessed following social capital elements: either trust and sense of belonging, or trust and affiliation. By analyzing the studies, included in the literature review, we can conclude that there are few studies assessing, in the same study, both trust and sense of belonging, or trust and affiliation.

The social capital is conceptualized by defining determinants of social capital at the micro level (individual) and macro level (society). Manifestations are evaluated at both micro (individual) and macro (society) levels.

Operationalized elements cover types of bonding, bridging and linking social capital, and the cognitive and structural dimensions. From different questionnaires are used different questions to assess the social capital elements.

In order to promote a common understanding of social capital conceptualization, it is necessary to continue to compile and analyze existing studies by identifying social capital studies in different fields of science.

## Gratitudes

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**RELIGISKĀS PROBLĒMU PĀRVARĒŠANAS  
SAISTĪBA AR PERSONĪBAS IEZĪMĒM, DIEVA TĒLA  
UZTVERI UN RELIGIOZITĀTI LATVIJAS ROMAS  
KATOĻU IZLASĒ**

*Relationship between Personality  
Traits, God's Image, Religiosity and Religious Coping in Latvian  
Roman Catholic Adults' Sample*

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**Abstract.** *The present study aims to examine the relationship between personality traits, God image and religious coping (RC) among Roman Catholics in Latvia. There were 336 respondents, aged 18 – 86. We applied the Brief (RCOPE), God Image Scale (GIS), Latvian Personality Inventory (LPAv-3), The Centrality of Religiosity Scale CRS-5, including demographic data. The results showed positive correlation between Neuroticism and negative RC, but negative correlation with positive RC. Such personality traits as Openness, Conscientiousness and Agreeableness correlated positively with positive RC. Also Honesty-Humility and God Image correlated positively with positive RC and negatively – with negative RC. The study showed positive correlations between some dimensions of religiosity (and positive RC. Religious ideology and religious experience correlated negatively with negative RC. The study revealed that on the scale level the most relevant predictors of positive religious coping are scales such as religiosity and image of God, and personal traits such as agreeableness and openness. Likewise it was identified that on the scale level the most relevant predictors of negative religious coping are scales such as image of God, neuroticism and religiousness. These findings suggest tenets for psychological and pastoral interventions to decrease the impact of negative RC.*

**Keywords:** *image of God, personality traits, religiosity, religious coping.*

## Ievads *Introduction*

Pēdējos gados ir augusi interese par reliģiozitātes un fiziskās un psihiskās veselības saistību. Liela daļa pētījumu atklāj pozitīvu saistību starp reliģiozitāti/garīgumu un veselību, psiholoģisko labklājību (sk. pārskatam George, Ellison, & Larson, 2002), taču liela daļa pētījumu ir ignorējusi potenciāli negatīvo reliģiozitātes vai garīguma formu, tai skaitā negatīvās reliģiskās problēmu pārvarēšanas ietekmi (Abu-Raiya, Pargament, & Krause, 2016).

Pasaulē (sk. pārskatam Ano & Vasconelles, 2013; Exline, 2013; Pargament, Feuille, & Burdzy, 2011) un Latvijā (Lietaviete, 2016) veiktie pētījumi par reliģisko problēmu pārvarēšanu atklāja, ka negatīvā reliģiskā problēmu pārvarēšana jeb reliģiskās/garīgās cīņas (*religious/spiritual struggle*) ir saistītas ar sliktākiem veselības un psiholoģiskās labklājības rādītājiem, tai skaitā ar dažādiem psihiskiem traucējumiem – paaugstinātu stresa līmeni, depresiju, trauksmi, somatizāciju, agresiju u. c., turklāt šo saistību moderē reliģiozitātes līmenis, tas nozīmē, ka saistība starp negatīvo reliģisko problēmu pārvarēšanu un fiziskās un psihiskās veselības traucējumiem indivīdiem ar augstākiem reliģiozitātes rādītājiem ir ciešāka (Ellison, Fang, Flannelly, & Steckler, 2013). Dažos pētījumos (Wortmann, Park, & Edmondson, 2012) ir atklājies, ka katoļu izlasē negatīvās reliģiskās problēmu pārvarēšanas stratēģijai ir sevišķi kaitējoša ietekme uz adaptāciju negatīviem dzīves notikumiem.

Tādēļ dotā pētījuma mērķis bija izpētīt dažu personības un reliģisko faktoru, tādu kā personības iezīmes, Dieva tēla uztvere un vispārējā reliģiozitāte, saistību ar reliģisko problēmu pārvarēšanu, lai noskaidrotu, kuri no minētajiem mainīgajiem lielumiem vislabāk prognozē indivīda reliģiskās problēmu pārvarēšanas stratēģiju, sastopoties ar negatīviem dzīves notikumiem Romas katoļu izlasē Latvijā. Lai sasniegtu izvirzīto mērķi, tika izvirzīti šādi pētījuma jautājumi:

1. Kādas personības iezīmes ir saistītas ar pozitīvo un kādas – ar negatīvo reliģiskās problēmu pārvarēšanas stratēģiju?
2. Kādas Dieva tēla uztveres dimensijas ir saistītas ar pozitīvo un kādas – ar negatīvo reliģiskās problēmu pārvarēšanas stratēģiju?
3. Kādi reliģiozitātes aspekti ir saistīti ar pozitīvo un kādi – ar negatīvo reliģiskās problēmu pārvarēšanas stratēģiju?
4. Kādas personības iezīmes, Dieva tēla uztveres un reliģiozitātes aspekti vislabāk prognozē pozitīvo un kādi negatīvo reliģiskās problēmu pārvarēšanas stratēģiju?

## Literatūras apskats *Literature review*

Reliģiskās problēmu pārvarēšanas (*religious coping*) modelis, kura autors ir Kenets Pargaments (Pargament, 1997), paplašina Lazarusa un Folkmana (Lazarus & Folkman, 1984) stresa pārvarēšanas teoriju. Reliģiskā problēmu pārvarēšana tiek saistīta ar stresa situācijām, kurās ir stresors, kas ir attiecināms uz sakrālu mērķi vai arī kurās cilvēki meklē pārvarēšanas stratēģijas, ko viņi uzskata par sakrālām (Cummings & Pargament, 2010). Interpretējot reliģiju kā jēgas meklējumus sakrālā virzienā, Pargaments saskata reliģijas un garīguma saistību ar problēmu pārvarēšanas (*coping*) procesu, ko viņš definē kā nozīmes un jēgas meklējumus stresa apstākļos (Pargament, 1997). Reliģisko problēmu pārvarēšanu var arī definēt kā reliģisku pārliecību vai uzvedības pielietošanu problēmu risināšanā ar mērķi novērst vai mazināt stresa situācijas izraisītās negatīvās emocionālās sekas (Koenig, Pargament, & Nielsen, 1998).

Reliģiskās pārvarēšanas procesā vistiešākā veidā tiek iesaistīts cilvēka pasaules uzskats un vērtību sistēma, līdz ar to reliģiskā problēmu pārvarēšana ir iespējama tajos gadījumos, ja reliģija iekļauta indivīda dzīves orientējošajā sistēmā, kas iekļauj indivīda pārliecības, emocijas, uzvedības un attiecības dažādās dzīves sfērās, un ja reliģija viņam ir salīdzinoši pievilcīga kā stresa pārvarēšanas veids (Pargament, 1997).

Reliģiskās pārvarēšanas stratēģijas var iedalīt divās grupās: pozitīvajā un negatīvajā, kas atspoguļo reliģiskās/garīgās pieredzes un prakses neviennozīmīgo ietekmi uz indivīdu vai sabiedrību kopumā. Pozitīvā reliģiskā problēmu pārvarēšana ietver šādas stratēģijas – reliģisko šķīstīšanos/attīrīšanos/piedošanu, reliģiskā virziena maiņu/konversiju, reliģisko palīdzību, atbalsta meklēšanu pie garīdzniekiem un kopienas locekļiem, kopīgu reliģisko problēmu pārvarēšanu, reliģisko fokusēšanos, aktīvu reliģisku atdošanos, situācijas labvēlīgu reliģisku novērtējumu, garīgas saiknes izjūtu, reliģisko robežu apzināšanos (Pargament et al., 1998).

Pretēja nostāja – negatīvās reliģiskās problēmu pārvarēšanas stratēģijas, ko raksturo garīga/reliģiska neapmierinātība, neapmierinātība ar attiecībām un attieksmi pret sevi reliģiskā kopienā, stresora reinterpretācija Dieva soda kategorijās, pasīva atkarība no Dieva saistībā ar situācijas atrisinājumu, centieni cīnīties tikai paša spēkiem, nepaļaujoties uz Dievu atspoguļo garīgu spriedzi/saspīlējumu un cīņas ar sevi, citiem un dievišķo (Pargament, Smith et al., 1998; Pargament et al., 2011).

Reliģiskās problēmu pārvarēšanas stratēģijām nav autonoma rakstura, t. i., tās “nedarbojas” atrautībā no personas vispārējām iezīmēm, piesaistes stila attiecībās ar Dievu (Belavich & Pargament, 2002; Roesch & Ano, 2003), reliģiozitātes aspektiem (Pargament, Ano, & Wachholtz, 2005). Līdzšinējie

pētījumi norāda, ka reliģiskās problēmu pārvarēšanas stratēģijas prognozē sociāli demogrāfiskie rādītāji: vecums (Exline, Park, Smyth, & Carey, 2011; McConnell, Pargament, Ellison, & Flannelly, 2006), dzimums (Bryant & Astin, 2008), ģimenes stāvoklis (McConnell et al., 2006) sociālie, personības, reliģiskie un situacionālie faktori (Ano & Pargament, 2013; Harrison, Koenig, Hays, Eme-Akwari, & Pargament, 2001), sevišķi stresa situācijas (Stauner, Exline, Pargament, Wilt, & Grubbs, 2018). Savukārt Trevino un kolēģu pētījuma rezultāti parādīja, ka iepriekšminētie personiskie, sociālie un reliģiskie faktori moderē (padara ciešāku vai vājāku) saistību starp stresa situācijām un garīgajām cīņām (Trevino, Pargament, Krause, Ironson, & Hill, 2017).

Ir atrodami tikai nedaudzi pētījumi, kas tieši analizē personības iezīmes kā reliģiskās problēmu pārvarēšanas stratēģiju prognozējošus faktoros (Abu-Raiya, Exline, Pargament, & Agbaria, 2015; Ano & Pargament, 2013; Grubbs, Wilt, Strauner, Exline, Pargament, 2016; Wilt et al., 2019). Vienā no pētījumiem, kura mērķis bija izpētīt kā dažādi personības psiholoģiskie konstrukti, tai skaitā personības iezīmes prognozē negatīvo reliģisko problēmu pārvarēšanu jeb garīgās cīņas, tika konstatēts, ka augsti neirotizma rādītāji un zemi labvēlīguma rādītāji prognozē negatīvo reliģisko problēmu pārvarēšanu gan šķērsgrīzumā, gan garengriezumā (Grubbs, Wilt, Strauner, Exline, & Pargament, 2016; Wilt, Grubbs, Pargament, & Exline, 2017). Savukārt, citā pētījumā (Ano & Pargament, 2013) studentu izlasē neirotizmam bija spēcīgāka prognostiskā ietekme attiecībā uz negatīvo reliģiskās pārvarēšanas stilu un ar to saistītām garīgajām cīņām nekā reliģiskajiem faktoriem.

Analizējot pētījumus, kuros pētītas sešiem personības faktoriem saturiski līdzīgas personības īpašības vai reliģiskās problēmu pārvarēšanas stratēģijām līdzīgi konstrukti, ir konstatēts, ka labvēlīgums un apzinīgums ir saistīts ar zemāku dusmu līmeni pret Dievu (Grubbs Exline & Campbell, 2013; Wood, Froh, & Geraghty, 2010), atvērtība pieredzei un garīgais briedums ir saistīts ar zemāku fundamentālisma līmeni, kā arī vispārēju atvērtību jaunām idejām un uzskatiem (Saroglou, 2010). Taču atvērtība prognozē arī augstāku reliģisko šaubu līmeni, kas ir raksturīgas negatīvajai reliģiskai problēmu pārvarēšanai. Attiecībā uz godīguma pieticības faktoru ir konstatēta negatīva saistība starp garīgajām cīņām un pazemību (*humility*) (Grubbs, & Exline, 2014; St. Clair, 2018) un pozitīva - starp psiholoģisko tiesību izjūtu (*psychological entitlement*), ko raksturo saasināta savu nopelni un tiesību uztvere (Grubbs, Wilt, Stauner, Exline, & Pargament, 2016).

Vairāku pētījumu rezultāti (Krause, Ellison, & Wulff, 1998; Pargament, Tarakeshwar, Ellison, & Wulff, 2001) ļauj secināt, ka reliģisko problēmu pārvarēšanu un tās ietekmes intensitāti uz psiholoģiskās adaptācijas rādītājiem prognozē dažādi indivīda reliģiozitātes aspekti. Ir konstatēts, ka pozitīvo reliģisko problēmu pārvarēšanu prognozē subjektīvais, publiskais, privātais reliģiozitātes

aspekts un vispārējā reliģiozitāte (Ai, Park, Huang, Rodgers, & Tice, 2007; Ai, Pargament, Kronfol, Tice, & Appel, 2010), garīgā pieredze un reliģiskā uzvedība (Freiheit, Sonstegard, Schmitt, & Vye, 2006), iekšējā un ārējā reliģiozitāte (Lewis, Maltby, & Day, 2005), reliģiskā bijība un vaina, dažādi lūgšanas funkciju aspekti (Harris, Erbes, Engdahl, Olson, Winskowski, & McMahill, 2008), izjustais kopienas un Dieva atbalsts (Bjorck & Kim, 2009). Savukārt, negatīvo reliģisko problēmu pārvarēšanu prognozē reliģiska atsvešinātība, reliģiskas bailes un vaina, reliģiskās domstarpības, kā arī lūgšanas funkcijas - izvairīšanās un atlikšana (Harris et al., 2008).

Pretrunīgi dati ir par reliģiozitāti kā reliģiskās problēmu pārvarēšanas un psiholoģiskās veselības un labklājības saistības moderatoru. Ir pētījumi, kuros reliģiozitāte ir kā "buferis" starp negatīvo reliģisko problēmu pārvarēšanu un psihiskās veselības rādītājiem (Wilt, Grubbs, Exline, & Pargament, 2016); tāpat ir pētījumi, kuros reliģiozitāte saasina garīgās cīņas (Wilt et al., 2019). Kaut gan ateistu izlasē veiktie pētījumi (Sedlar et al., 2018) liecina, ka arī ateisti piedzīvo garīgo cīņu fenomenu, kas dažos aspektos ir mazāk izteikts nekā tiem, kas tic Dievam, taču arī viņiem tas ir saistīts ar zemākiem psihiskās veselības rādītājiem (depresiju un trauksmi).

Viens no biežāk pētījumos minētajiem reliģiskajiem faktoriem, kas prognozē psiholoģiskās adaptācijas grūtības, ir negatīvs Dieva tēls (Ano & Pargament, 2013). Tas korelē ar zemu pašvērtējumu un pašcieņu (Benson & Spilka, 1973), zemāku indivīda psiholoģisko adaptāciju (Tisdale et al., 1997) un nedrošu reliģisko piesaisti (Kirkpatrick & Shaver, 1990; Zarzycka, 2019).

Nedrošais piesaistes stils attiecībā ar Dievu ir statistiski nozīmīgi saistīts ar negatīvām reliģiskās problēmu pārvarēšanas formām (Belavich & Pargament, 2002), kas nosaka psiholoģiskās adaptācijas rezultātus. Savukārt piesaistes stilu Dievam nosaka indivīda piesaistes stils, kas izveidojies pirmajā dzīves gadā, pieredzot aprūpes personas (vecāku) attieksmi pret sevi (Rizzuto, 1979).

Pētījumos ir atklāts, ka Dieva tēls un tā aspekti ir saistīti gan ar pozitīvo, gan negatīvo reliģisko problēmu pārvarēšanu (Schreiber, 2011). Nelabvēlīga Dieva tēls, kas ir ciešanu cēlonis, ir saistīts ar augstāko garīgo cīņu līmeni, kas noved pie augstāka distresa un zemākas psiholoģiskās labklājības (Wilt, Exline, Grubbs, Park, & Pargament, 2016). Savukārt pozitīvs, labvēlīgs Dieva tēls ir saistīts ar lielāku apmierinātību ar dzīvi (Krause & Ironson, 2019).

Pozitīvs, labvēlīgs Dieva tēls ir arī viens no garīgās un psiholoģiskās izaugsmes faktoriem, piedzīvojot sarežģītas dzīves situācijas un garīgās cīņas (Exline et al., 2017). Dieva kā līdzstrādnieka un attiecību partnera tēls (Wilt, Stauner, Harriott, Exline, & Pargament, 2018), kā arī Dieva iesaistīšanās situācijā uztvere palīdz garīgi augt, izejot cauri sarežģītām dzīves situācijām, neatkarīgi no paša indivīda reliģiskās aktivitātes. Savukārt, Zažickas pētījumā (Zarzycka, 2019), kurā tika analizēta piesaistes stila saistība ar garīgajām cīņām, atsvešināta

un naidīga Dieva tēls bija kā mediators starp nedrošo piesaisti un garīgajām cīņām, kas norāda uz vecāku lomu Dieva tēla veidošanās procesā.

Apkopojot analizēto pētījumu datus, varam konstatēt, ka pētījumu, kuros ir tieši, nepastarpināti pētīti reliģisko problēmu pārvarēšanu prognozējošie faktori, nav daudz. Liela daļa pētījumu ļauj tikai netieši spriest par iespējamajiem reliģiskās problēmu pārvarēšanas stratēģiju prognozējošiem faktoriem. Tā kā pētījumu rezultāti ir pretrunīgi, nav skaidrs, cik daudz no reliģiskās problēmu pārvarēšanas kā atkarīgā mainīgā dispersijas izskaidro personības, reliģiskie, sociālie vai situatīvie faktori, t. i., kuriem no šiem faktoriem ir vislielākā prognostiskā ietekme attiecībā uz reliģiskās problēmu pārvarēšanas stratēģijām. Zinot, kuri no faktoriem sniedz lielāko prognostisko ietekmi un kādi faktori mediē vai moderē saistību starp dažādiem personības, reliģiskajiem un sociāli situacionālajiem faktoriem, var veidot mērķtiecīgākas psiholoģiski reliģiskās intervences, lai mazinātu negatīvās reliģiskās problēmu pārvarēšanas stratēģiju kaitīgo ietekmi un veicinātu adaptīvāku problēmu pārvarēšanas stratēģiju apgušanu, kas uzlabotu indivīda pielāgošanos sarežģītām dzīves situācijām.

## Metode

### *Methodology*

#### **Pētījuma dalībnieki**

Pētījumā piedalījās 336 latviešu valodā runājoši Latvijas Romas katoļu Baznīcai piederoši pieaugušie no visām četrām Romas katoļu Baznīcas Latvijā diecēzēm – Rīgas, Rēzeknes-Aglonas, Jelgavas un Liepājas diecēzes – vecumā no 18 līdz 86 gadiem ( $M = 44,42$ ,  $SD = 12,90$ ), 74,9% sievietes.

#### **Instrumentārijs**

- Reliģiskās problēmu pārvarēšanas aptaujas RCOPE īsā versija (*brief RCOPE*, Pargament, Feuille & Burdzy, 2011), adaptēta latviešu valodā dotā pētījuma ietvaros. Aptauju veido divas skalas, katrā no tām 7 apgalvojumi, kas mēra cik bieži sarežģītās dzīves situācijās indivīds izmanto pozitīvo ( $\alpha=0,82$ ) un negatīvo ( $\alpha=0,80$ ) reliģisko problēmu pārvarēšanu.
- Dieva tēla skala (*God Image Scale – GIS*, Lawrence, 1997), latviešu valodā adaptējusi M. Ludāne (2006). Skalu veido 72 panti, kas mēra sešus Dieva tēla aspektus – klātbūtni ( $\alpha=0,86$ ), izaicinājumu ( $\alpha=0,61$ ), pieņemšanu ( $\alpha=0,80$ ), labvēlību ( $\alpha=0,78$ ), ietekmi ( $\alpha=0,78$ ) un providenci ( $\alpha=0,69$ ).
- Latvijas Personības aptauja LPAv-3 (Perepjolkina & Reņģe, 2014), ko veido 100 apgalvojumi, tika izmantota, lai noteiktu sešus personības iezīmju faktoros – neirotizmu ( $\alpha=0,89$ ), ekstraversiju ( $\alpha=0,82$ ),



atvērtību pieredzei ( $\alpha=0,80$ ), apzinīgumu ( $\alpha=0,83$ ), labvēlīgumu ( $\alpha=0,84$ ) un godīgumu-pieticību ( $\alpha=0,82$ ).

- Reliģijas centralitātes skala (CRS-5, Huber & Huber, 2012), adaptācija skalas piecu pantu versijai notika dotā pētījuma ietvaros. Skalas pantu iekšējās saskaņotības rādītājs ir  $\alpha=0,71$ .
- Sociāli demogrāfisko datu aptauja – vecums, dzīvesvieta, reliģiskā piederība, diecēze.

### **Procedūra**

Pētījuma dati tika ievākti, izmantojot elektronisko aptauju izstrādes rīku *Google Veidlapas*, laika posmā no 2019. gada 4. janvāra līdz 28. februārim. Piedalīšanās pētījumā bija brīvprātīga un anonīma, un aptauju aizpildīšana notika bez aizpildīšanas laika kontroles. Aizpildot aptauju līdz galam, pētījuma dalībnieks apstiprināja savu dalību pētījumā.

### **Datu apstrādes un analīzes metodes**

Datu analīzē tika izmantota aprakstošās statistikas rādītāju noteikšana, skalas pantu iekšējās saskaņotības noteikšana, korelāciju analīze, kā arī multiplā regresiju analīzes soļu (*stepwise*) metode.

## **Rezultāti**

### ***Research results***

Lai atbildētu uz 1., 2. un 3. pētījuma jautājumu, tika veikta korelāciju analīze, izmantojot Spīrmena rangu korelācijas koeficienta aprēķināšanu, jo lielākajā daļā pētījuma mainīgo empīriskais sadalījums neatbilda normālajam sadalījumam. Ar iegūtajiem rezultātiem var iepazīties 1. tabulā.

Tika konstatētas statistiski nozīmīgas korelācijas faktoru līmenī neirotizmam ar pozitīvo (vāja, negatīva korelācija) un negatīvo reliģisko problēmu pārvarēšanu (vidēji cieša, pozitīva korelācija); atvērtībai un apzinīgumam statistiski nozīmīga vāja korelācija ar pozitīvo reliģisko problēmu pārvarēšanu, kā arī labvēlīguma un godīguma-pieticības faktoram – vidēji cieša pozitīva korelācija ar pozitīvo reliģisko problēmu pārvarēšanu, savukārt, ar negatīvo reliģisko problēmu pārvarēšanu labvēlīgumam ir vāja negatīva korelācija un vidēji cieša – ar godīgumu-pieticību.

Korelāciju analīzes rezultāti liecina, ka Dieva tēla uztvere un visi tās aspekti vidēji cieši statistiski nozīmīgi korelē ar pozitīvo reliģisko problēmu pārvarēšanu un negatīvi – ar negatīvo reliģisko problēmu pārvarēšanu. Arī reliģiozitāte un tās aspekti statistiski nozīmīgi cieši pozitīvi korelē ar pozitīvās reliģiskās problēmu pārvarēšanas rādītāju, savukārt, ar negatīvo reliģisko problēmu pārvarēšanu reliģiozitātei nav tikpat cieša negatīva korelācija kā tas ir Dieva tēla uztverei. Negatīvās reliģiskās problēmu pārvarēšanas rādītājam ir statistiski nozīmīga, taču

vāja korelācija ar reliģiozitātes kopīgo rādītāju, kā arī reliģiskās ideoloģijas un reliģiskās pieredzes aspektiem.

1.tabula. Reliģiskās problēmu pārvarēšanas stratēģiju korelācijas ar personības iezīmēm, Dieva tēla uztveres un reliģiozitātes aspektiem

Table 1 Correlations between religious coping, personality traits, and dimension of God Image and religiosity (Spearman correlation coefficient)

Mainīgie lielumi	Reliģiskā problēmu pārvarēšana	
	Pozitīvā	Negatīvā
<i>Personības iezīmes</i>		
<i>Neirotizms</i>	-0,16**	0,41***
<i>Ekstraversija</i>	0,02	-0,06
<i>Atvērtība</i>	0,11*	-0,07
<i>Apzinīgums</i>	0,12*	0,02
<i>Labvēlīgums</i>	0,24***	-0,11*
<i>Godīgums-pieticība</i>	0,25***	-0,25***
<i>Dieva tēls (kop. rādītājs)</i>	0,45***	-0,36**
<i>Klātbūtne</i>	0,46***	-0,30***
<i>Izaicinājums</i>	0,20***	-0,22***
<i>Pieņemšana</i>	0,20***	-0,49***
<i>Labvēlība</i>	0,15**	-0,40***
<i>Ietekme</i>	0,39***	-0,28***
<i>Providence</i>	0,32***	-0,06
<i>Reliģiozitāte (kop. rādītājs)</i>	0,44***	-0,16**
<i>Interese par reliģiskiem jautājumiem</i>	0,36***	-0,02
<i>Reliģiskā ideoloģija</i>	0,31***	-0,14**
<i>Dievkalpojumi</i>	0,14**	0,06
<i>Lūgšana</i>	0,32***	-0,06
<i>Reliģiskā pieredze</i>	0,40***	-0,23***

\* $p < 0,05$ , \*\* $p < 0,01$ , \*\*\* $p < 0,001$

Lai atbildētu uz 4. pētījuma jautājumu (*Kādi personības faktori un iezīmes, Dieva tēla uztveres un reliģiozitātes aspekti vislabāk prognozē pozitīvo un negatīvo reliģisko problēmu pārvarēšanas stilu?*), tika izmantota multiplās regresiju analīzes *stepwise* (soļu) metode. Regresijas modelī tika izmantoti tie personības faktori un iezīmes, kā arī Dieva tēla uztveres un reliģiozitātes aspekti, kuriem tika konstatēta statistiski nozīmīga saistība ar pozitīvo vai negatīvo reliģisko problēmu pārvarēšanu.

2.tabula. *Multiplās soļu regresiju analīzes rezultāti faktoru līmenī (atkarīgais mainīgais – pozitīvā reliģiskā problēmu pārvarēšana)*Table 2 *Results of multiple regression analyses (stepwise). Dependent variable – Positive religious coping*

Modelis	Mainīgie	B	SE B	$\beta$	t	R <sup>2</sup>	Pielāgotais R <sup>2</sup>	$\Delta R^2$	F
1.	Konstante	2,95	1,89	--	1,56	0,25	0,25	0,25	91,68***
	Reliģiozitāte	0,80	0,08	0,50	9,58***	--	--	--	--
2.	Konstante	-3,94	2,31	--	-1,70	0,31	0,30	0,06	23,20***
	Reliģiozitāte	0,56	0,09	0,35	5,93***	--	--	--	--
	Dieva tēls	0,05	0,01	0,29	4,82***	--	--	--	--
3.	Konstante	-4,65	2,31	--	-2,03*	0,33	0,32	0,02	8,07*
	Reliģiozitāte	0,55	0,09	0,35	5,90***	--	--	--	--
	Dieva tēls	0,04	0,01	0,24	3,91***	--	--	--	--
	Labvēlīgums	0,06	0,02	0,15	2,84*	--	--	--	--
4.	Konstante	-6,70	2,49	--	-2,73*	0,34	0,33	0,01	4,26*
	Reliģiozitāte	0,54	0,09	0,34	5,81***	--	--	--	--
	Dieva tēls	0,04	0,01	0,23	3,83***	--	--	--	--
	Labvēlīgums	0,06	0,02	0,16	2,99**	--	--	--	--
	Atvērtība	0,04	0,02	0,10	2,03*	--	--	--	--

\* $p < 0,05$ , \*\* $p < 0,01$ , \*\*\* $p < 0,001$ 

Soļu regresiju analīzes rezultātā (sk. 2. tabulu) tika piedāvāti četri statistiski nozīmīgi regresijas modeļi. Pirmajā modelī tiek izmantots prognozējošais mainīgais ar vislielāko prognostisko ietekmi, tālāk nākamajos modeļos tiek pievienoti citi mainīgie ar zemāku atkarīgā mainīgā prognozes pakāpi. Regresiju analīzes rezultāti parāda, ka reliģiozitāte ir mainīgais lielums, kas izskaidro vislielāko atkarīgā mainīgā dispersijas daļu (25%), kā nākamie seko Dieva tēla uztvere (6%), kā arī personības faktori labvēlīgums un atvērtība, taču personības faktoriem ir ļoti mazs pienesums atkarīgā mainīgā prognozē (2% un 1%) – galvenā loma ir reliģiskajiem faktoriem reliģiozitātei un Dieva tēla uztverei. Visi mainīgie tieši prognozē atkarīgo mainīgo – pozitīvo reliģisko problēmu pārvarēšanu: tas nozīmē, ka augstāki reliģiozitātes, Dieva tēla, labvēlīguma un atvērtības rādītāji ir saistīti ar augstākiem pozitīvās reliģiskās problēmu pārvarēšanas rādītājiem.

Savukārt, lai noskaidrotu, kādi mainīgie faktoru līmenī vislabāk prognozē negatīvo reliģisko problēmu pārvarēšanu, tika izmantoti mainīgie, kas statistiski nozīmīgi korelēja ar negatīvo reliģisko problēmu pārvarēšanu – neirostisms, labvēlīgums un godīgums-pieticība, kā arī Dieva tēls un reliģiozitāte.

3.tabula. **Multiplās soļu regresiju analīzes rezultāti faktoru līmenī (atkarīgais mainīgais – negatīvā reliģiskā problēmu pārvarēšana)**

**Table 3 Results of multiple regression analyses (step wise). Dependent variable – Negative religious coping**

Modelis	Mainīgie	B	SE B	$\beta$	t	R <sup>2</sup>	Pielāgotais R <sup>2</sup>	$\Delta R^2$	F
1.	Konstante	28,06	1,91	--	14,71***	0,23	0,23	0,23	82,34***
	Dieva tēls	-0,07	0,01	-0,49	-9,33***	--	--	--	--
2.	Konstante	22,24	2,26	--	9,62***	0,29	0,28	0,06	23,50***
	Dieva tēls	-0,06	0,01	-0,39	-7,35***	--	--	--	--
	Neirotisms	0,07	0,01	0,26	4,84***	--	--	--	--
3.	Konstante	20,74	2,32	--	8,74***	0,30	0,30	0,02	5,91*
	Dieva tēls	-0,07	0,01	-0,47	-7,60***	--	--	--	--
	Neirotisms	0,07	0,01	0,25	4,83***	--	--	--	--
	Reliģiozitāte	0,19	0,08	0,15	2,43*	--	--	--	--

\* $p < 0,05$ , \*\* $p < 0,01$ , \*\*\* $p < 0,001$

Statistiskās analīzes gaitā (sk. 3. tabulu) tika iegūti trīs statistiski nozīmīgi regresijas modeļi, kur kā pirmais mainīgais lielums, kas izskaidro vislielāko atkarīgā mainīgā dispersijas daļu (23%), izvirzās Dieva tēls, tad seko personības faktors neirotisms (6%) un kā trešais mainīgais ar vismazāko izskaidrojošo pakāpi, kas izskaidro tikai 2% no negatīvās reliģiskās problēmu pārvarēšanas mainīgā variācijas, ir reliģiozitāte. Dieva tēls ir apgriezti, bet neirotisms un reliģiozitāte – tieši saistīti ar negatīvo reliģisko problēmu pārvarēšanu. Tas nozīmē, ka zemāki Dieva tēla rādītāji un augstāki neirotisma un reliģiozitātes rādītāji prognozē augstākus negatīvās reliģiskās problēmu pārvarēšanas rādītājus.

## Diskusija Discussion

Korelāciju analīzes rezultātā tika noskaidrots, ka pastāv saistība starp pozitīvo un negatīvo reliģisko problēmu pārvarēšanu un personības iezīmēm. Visciešākās korelācijas ir konstatētas starp negatīvo reliģisko problēmu pārvarēšanu un neirotismu (tieša sakarība) un godīguma-pieticības personības faktoru un negatīvo reliģisko problēmu pārvarēšanu (apgriezta sakarība). Tas norāda, ka jūtīgiem, emocionāli trausliem indivīdiem ir raksturīga tendence, saskaroties ar sarežģītām dzīves situācijām, tās traktēt reliģiski negatīvā veidā – kā Dieva sodu, ļaunā uzbrukumū, kā arī justies Dieva un cilvēku atstātam, ļaujoties šaubām par Dieva mīlestību. Savukārt, ar pozitīvo reliģisko problēmu pārvarēšanu neirotismam ir vāja negatīva korelācija.

Otrā ciešākā korelācija faktoru līmenī ir godīguma-pieticības faktoram, kas vienlīdz cieši korelē ar pozitīvo reliģisko problēmu pārvarēšanu (tieša sakarība)

un negatīvo problēmu pārvarēšanu (apgriezta sakarība). Tas liecina, ka indivīdi, kuriem ir raksturīga tendence būt pieticīgiem, pazemīgiem, godīgiem, atklātiem un godprātīgiem, saskaroties ar sarežģītām situācijām dzīvē, biežāk reaģēs, izmantojot pozitīvo reliģiskās problēmu pārvarēšanas veidu, ko raksturo tuvības ar Dievu meklēšana, savu vainu atzīšana un situācijas kā pozitīva dzīves izaicinājuma vērtējums, un otrādi – savtīgi, manipulējoši un godkārīgi indivīdi uz dzīves sarežģījumiem biežāk reaģē reliģiski negatīvā veidā.

Tā kā personības sešu faktoru modelis pētījumos nav tik plaši izplatīts, attiecībā uz godīguma-pieticības faktoru tas ir unikāls rezultāts, kas ļauj secināt, ka krietniem, godprātīgiem un pazemīgiem indivīdiem ir tendence uz reliģiski pozitīviem reliģiskās problēmu pārvarēšanas paņēmieniem un otrādi – indivīdiem, kuriem ir tieksme pēc statusa sabiedrībā, vēlme izcelties un kuri nepieņem sabiedrībā pieņemtās normas un ierobežojumus, ir izteiktāka negatīvā reliģiskā problēmu pārvarēšana.

Šie rezultāti saskan ar Sentkleira (St. Clair, 2018) pētījumu, kurā pazemība ir kā moderators – aizsargājošs faktors starp stresu izraisošiem dzīves notikumiem un negatīvo reliģisko problēmu pārvarēšanu. Autors norāda, ka, ja pazemība kalpo tam, lai ļautu indivīdiem skaidrāk un reālistiskāk apzināties sevi un savus ierobežojumus, tad pazemība var kalpot arī tam, lai mazinātu negatīvās sekas, ko rada garīgās cīņas. Pētījuma rezultāti saskan arī ar pētījumu (Grubbs et al., 2016), kurā savu īpašo psiholoģisko tiesību izjūta (*psychological entitlement*) pozitīvi korelē ar garīgajām cīņām un negatīvi - ar pazemību (Grubbs & Exline, 2014), kas ir godīguma-pieticības faktoram radniecības personības īpašības.

Ir konstatēta statistiski nozīmīga pozitīvās reliģiskās problēmu pārvarēšanas korelācija arī ar labvēlīguma faktoru, kas norāda, ka indivīdi, kas orientēti sadarboties un uzturēt harmoniskas attiecības ar citiem, uz dzīves sarežģījumiem reaģē, izmantojot pozitīvo reliģiskās problēmu pārvarēšanas veidu. Savukārt, ar negatīvo reliģisko problēmu pārvarēšanu labvēlīgumam ir konstatēta statistiski nozīmīga, taču vāja negatīva korelācija. Tāpat statistiski nozīmīga, taču vāja pozitīva korelācija ir konstatēta apzinīguma faktoram ar pozitīvo reliģisko problēmu pārvarēšanu.

Dotā pētījuma rezultāti daļēji saskan ar citos pētījumos iegūtajiem rezultātiem. Vislielākā vienprātība ir attiecībā uz neirotisma faktoru – arī citos pētījumos neirotisms statistiski nozīmīgi pozitīvi korelē ar negatīvo problēmu pārvarēšanu (Ano & Pargament, 2013). Šo saistību varētu skaidrot ar neirotisma neirālo pamatu. Indivīdiem, kuriem piemīt augsti neirotisma rādītāji, limbiskā sistēma izteiktā ierosas procesa spēka dēļ ļoti saasināti reaģē uz dažādiem ārējiem un iekšējiem stimuliem, tādēļ šiem cilvēkiem ļoti viegli aktivizējas tie smadzeņu apgabali, kas atbild par soda un draudu uztveri (Perepjolkina, 2016). Tāpēc indivīdiem ar augstiem neirotisma rādītājiem ir tendence sarežģītās dzīves situācijas interpretēt kā draudus, Dieva sodu un ļaunā uzbrukumu, izjūtot plašu

negatīvu emociju gammu saistībā ar Dieva atstātības izjūtu un reliģiskās kopienas locekļu atbalsta trūkumu.

Arī labvēlīguma faktora korelācijas ar reliģisko problēmu pārvarēšanu zināmā mērā saskan ar (Grubbs & Exline, 2014; Wilt et al., 2016) rezultātiem. Tikai šajos pētījumos tika konstatēta labvēlīguma negatīva saistība ar negatīvo reliģisko problēmu pārvarēšanu, savukārt, dotajā pētījumā ir konstatēta ciešāka labvēlīguma faktora sakarība ar pozitīvo reliģisko problēmu pārvarēšanu nekā ar negatīvo.

Otrā pētījuma jautājuma pārbaudes rezultāti ļauj secināt, ka Dieva tēla uztveres kopīgais rādītājs un visi tā aspekti statistiski nozīmīgi pozitīvi korelē ar pozitīvās reliģiskās problēmu pārvarēšanas rādītāju un statistiski nozīmīgi negatīvi – ar negatīvās reliģiskās problēmu pārvarēšanas rādītāju, izņemot providences apakšskalas rādītāju. Tas norāda, ka indivīdi, kas Dievu redz kā labvēlīgu, mīlošu, atbalstošu un klātesošu, biežāk reaģē uz dzīves sarežģītām situācijām, izmantojot pozitīvās reliģiskās problēmu pārvarēšanas paņēmienus – meklē Dieva tuvumu, lūdzas un dzīves problēmas traktē kā izaicinājumu, kurā Dievs ir klātesošs un sniedz nepieciešamo atbalstu. Savukārt, indivīdi, kas Dievu redz vairāk negatīvā veidā (neatbalstošu, tālu, naidīgu un tādu, kas uzliek nepanesamus pārbaudījumus), biežāk uz dzīves problēmām reaģē reliģiski negatīvā veidā – tās traktējot kā Dieva sodu, ļaunā uzbrukumu, jūtoties Dieva un cilvēku atstāti. Iegūtie rezultāti atbilst citu zinātnieku pētījumu rezultātiem (Abu-Raiya et al., 2015; Schreiber, 2011), kas Dieva tēlu saista ar zemāku garīgo cīņu izteiktību un pozitīvāku un adaptīvāku reakciju uz stresu izraisošiem notikumiem, tai skaitā pozitīvo nevis negatīvo reliģiskās problēmu pārvarēšanas stratēģiju izmantošanu.

Savukārt, reliģiozitātes aspektu korelācijas ar pozitīvo un negatīvo reliģisko problēmu pārvarēšanu ļauj secināt, ka reliģioziem cilvēkiem ir tendence uz pozitīvākiem reliģiskās problēmu pārvarēšanas paņēmieniem. Turpretim tiem, kam pārliecība par dievišķā esamību (reliģiskā ideoloģija) un tā klātbūtne ikdienā (reliģiskā pieredze) nav tik spēcīga, biežāk raksturīgi negatīvās reliģiskās problēmu pārvarēšanas paņēmieni. Iegūtie dati saskan ar citu autoru veiktajiem pētījumiem par to, ka gan vispārējā reliģiozitāte, gan dažādi tās aspekti pozitīvi korelē un prognozē pozitīvo reliģisko problēmu pārvarēšanu (piem., Ai, Park, Huang, Rodgers, & Tice, 2007; Ai, Pargament, Kronfol, Tice, & Appel, 2010). Savukārt, negatīvās reliģiskās problēmu pārvarēšanas apgrieztā saistība ar reliģiozitāti pētījumos nav bieži sastopami rezultāti – to varētu skaidrot ar atšķirīgajiem reliģiozitātes mērīšanas instrumentiem un izlases īpatnībām.

Multiplās regresiju soļu analīzes modeļi ļāva secināt, ka faktoru līmenī pozitīvo reliģisko problēmu pārvarēšanu vislabāk prognozē reliģiozitāte un Dieva tēls, kā arī personības faktori labvēlība un atvērtība. Iegūtie determinācijas koeficienti ( $R^2$ ) ļāva secināt, ka reliģiskajiem faktoriem (vispārējai reliģiozitātei,

Dieva tēla aspektiem klātbūtnei un pieņemšanai) ir daudz lielāks prognozes spēks attiecībā uz pozitīvo reliģisko problēmu pārvarēšanu nekā personības faktoriem. Tas norāda, ka reliģiozi indivīdi, kas jūt pastāvīgu Dieva klātbūtni, jūtas Dieva pieņemti un mīlēti, uz stresa situācijām reaģēs, izmantojot pozitīvo reliģisko problēmu pārvarēšanas stratēģiju.

Savukārt, negatīvo reliģisko problēmu pārvarēšanu faktoru līmenī vislabāk prognozē Dieva tēls, neirotisms un reliģiozitāte. Arī šajā gadījumā determinācijas koeficienti ļauj secināt, ka Dieva tēlam ir vislielākais prognostiskais efekts, tikai tad seko personības faktori, ar daudz mazāku determinācijas koeficientu. Vērā ņemami, ka šajā modelī reliģiozitāte ir pozitīvi saistīta ar negatīvo reliģisko problēmu pārvarēšanu, kaut gan korelāciju analīze uzrādīja, ka negatīvā reliģiskā problēmu pārvarēšana vāji, taču statistiski nozīmīgi negatīvi korelē ar reliģiozitātes vispārējo rādītāju, reliģisko ideoloģiju un reliģisko pieredzi. Tas norāda, ka negatīvo reliģiskās problēmu pārvarēšanas stratēģiju visbiežāk lieto reliģiozi, emocionāli jūtīgi indivīdi ar negatīvu Dieva tēlu, kas veidojies negatīvas ģimenes pieredzes (nedrošās piesaistes) un kļūdainas reliģiskās izglītības dēļ.

Iegūtie rezultāti ir atšķirīgi no Ano un Pargamenta (Ano & Pargament, 2013) rezultātiem studentu izlasē, kur personības faktori daudz lielākā mērā prognozēja garīgās cīņas/negatīvo reliģisko problēmu pārvarēšanu nekā reliģiskie faktori: dotajā pētījumā ir iegūti pretēji rezultāti – reliģiskie faktori, reliģiozitātes aspekti, Dieva tēls ir primārie prognostiskie faktori, un tikai tad seko personības faktori – personības iezīmes. Atšķirības pētījumu rezultātos varētu skaidrot ar izlases īpatnībām – dotajā pētījumā piedalījās pieaugušie nevis jaunieši, bet diezgan reliģiozi pieaugušie. Turklāt dotajā pētījumā regresiju analīzē netika izmantoti sociālie un situacionālie faktori.

Kā arī, ņemot vērā regresiju analīzes rezultātus, psiholoģiski garīgajās intervencēs un atbalsta sniegšanā ir jāpievērš liela uzmanība reliģiozā indivīda Dieva tēlam, tam, kā tas ir veidojies. Tādēļ, lai transformētu kļūdaino Dieva tēlu, ir jāveido drošas terapeitiskas attiecības, jāveic reliģiski izglītojošs darbs un jārada iespējas piedzīvot reliģiski nozīmīgu pieredzi, veidojot ar Dievu personisku dialogu un partnerattiecības.

Pētījuma ierobežojumi saistās ar pētījuma izlasi, jo pētījumā piedalījās tikai Romas katoļu Baznīcai piederīgie, trīs ceturtdaļas pētījuma dalībnieku bija sievietes (kas tomēr daļēji arī atspoguļo reālo dzimumu sadalījumu baznīcas dievkalpojumos ikdienā). Pētījumā tika izmantotas pašnovērtējuma aptaujas, kurās pētījuma dalībnieki subjektīvi vērtēja savu pieredzi un attieksmes. Pētījums bija korelatīvs, tādēļ tā rezultāti neļauj pilnā mērā spriest par mainīgo cēloņu un seku sakarībām. Lai objektīvi izvērtētu reliģisko problēmu pārvarēšanu, nepieciešama kompleksa pieeja – intervijas, novērojumi u. c. metodes, garengriezuma pētījuma organizācijas forma. Dotajā pētījumā tika aplūkoti ar personību saistītie un reliģiskie faktori – turpmākajos pētījumos būtu jāpievēršas

reliģisko problēmu pārvarēšanu prognozējošo sociālo un situacionālo faktoru izpētei, izlasē iekļaujot arī citu konfesiju ticīgos.

### **Summary**

The aim of the study was to assess the correlation between the personality traits and perception of the image of God on one hand and the religious coping among Roman Catholic sample in Latvia.

Recent studies indicate that religion and, in particular, religious coping is correlated both with positive and negative outcomes for mental and physical health and with psychological well-being. Therefore in this study it was important to identify which personality traits and religious aspects are characteristic among the sample of religious people using specific religious coping strategies, and whether these traits and scales are predictors or moderators of specific religious coping strategies.

Alongside with non-religious and universal problem-solving techniques, religious coping strategies that are related to sacred dimension have a unique contribution and prognostic value for health and psychological well-being. Previous research has shown significant correlation between negative religious coping/ spiritual struggles and lower levels of health and psychological well-being. Some studies in Roman Catholic samples indicate that negative religious coping has significantly negative outcome for adaptation to stressful life events. Religious coping style is connected with personality traits, early childhood experiences, attachment style, features of religiousness etc.

The sample consisted of 336 Latvian-speaking Roman Catholic adults aged 18 to 86 ( $M = 44.42$ ;  $SD = 12.90$ , 74.9% women). The data was collected in online survey with the following instruments: the Brief RCOPE (Pargament et al., 2011), the God Image Scale (Lawrence, 1997), the Latvian Personality Inventory LPAv-3 (Perepjolkina & Reņģe, 2014), the Centrality of Religiosity Scale CRS-5 (Huber & Huber, 2012) and the Socio-demographic Inventory.

The study revealed that on the scale level the most relevant predictors of positive religious coping are scales such as religiosity and image of God, and personal traits such as agreeableness and openness. Likewise it was identified that on the scale level the most relevant predictors of negative religious coping are scales such as image of God, neuroticism and religiousness.

The study indicates some correlations between religious coping style and personality traits as well as some factors of religiosity. However, the limitations of the study is omission of the social and situational factors in the coping process. The findings are limited to a specific group of Roman Catholics in Latvia (adults, internet users).

The design of the study is correlative, based on self-report questionnaires, thus it does not determine causal relationships between the variables.

The religious coping style significantly is affected by religious factors, such as religiosity and God's image. Therefore interventions, designed to overcome and prevent negative outcomes of negative religious coping, should be oriented towards the adaptive modification of God's image and restructuring of negative religious beliefs.

There is a need to provide deeper religious, psychological and intellectual formation for the experienced members of religious communities, rather than just newcomers, to prevent negative religious coping strategies that are common in individuals that are highly religious and emotionally sensitive.



The outcomes of the study can be used as basis for religious interventions in psychotherapy, as well as health-care consulting and pastoral counselling aimed at reducing the negative impact of negative religious coping on physical and psychological health.

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## SCHOOL ANXIETY IN ADOLESCENTS- PERFECTIONISTS: CORRECTION EXPERIENCE

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**Abstract.** *The article is devoted to the study of school anxiety in adolescents-perfectionists and exploring ways of its correction. It was found that high levels of perfectionism in adolescents can increase the probability of impaired emotional well-being and, in particular, excessive levels of anxiety. To determine the level of perfectionism and components of school anxiety in pupils, two psychodiagnostic methods were used: the “Child-Adolescent Perfectionism Scale” by P. Hewitt and G. Flett and the “Multidimensional Anxiety Scale” by K. Malkova. The study of school anxiety was conducted in two stages: before and after correction. The correction involved setting realistic goals and adequate requirements for oneself; formation the ability for justified risk; shifting focus on achievement, not failure. The results of a comparative analysis of anxiety before and after correction in the participants of the experimental group indicated a statistically significant decrease anxiety related to the assessment of others; anxiety in relationships with teachers; anxiety related to school success; anxiety in knowledge testing situations. The results of a comparative analysis of experimental and control groups adolescents-perfectionists confirmed the effectiveness of corrective action aimed at reducing school anxiety due to the presence of destructive perfectionist attitudes.*

**Keywords:** *school anxiety, perfectionism, adolescence, correction program, emotional sphere.*

### Introduction

Modern society is characterized by a large number of stressors because of the high level of informatization and increasing social development. In such circumstances, the issue of mental health of the individual and the prevention of emotional disorders becomes especially relevant. The problem of preventing emotional deviations should be considered in childhood and adolescence, especially during adolescence crisis and personality development.

The main activity for adolescents is studying, and the main institute of socialization is school. Specific factors in school education increase the probability of impaired students' emotional well-being, the most common among them is anxiety. High levels of anxiety in childhood and adolescence may increase the risk of impaired adaptation, decreased learning success, low self-esteem, psychosomatic manifestations, and may be one of the reasons of neuroticism and anxiety disorders in adulthood.

High anxiety most often occurs for adolescents-perfectionists because of the desire to achieve only the best results and to demonstrate excellence in studying. Students with high levels of perfectionism are dependent on the assessments of parents and teachers, and express anxiety because they are afraid of failure. The permanent state of perfectionists with anxiety increases the probability of exhaustion, guilt, inability to enjoy life. Therefore, timely diagnosis and correction of school anxiety are important conditions for the harmonious development of personality in adulthood.

### **Literature review**

Anxiety is an individual psychological trait that manifests in a person's tendency to experience frequent and intense anxiety and has a low threshold of occurrence. According to A.V. Voloshok, anxiety is at the heart of a number of psychological difficulties in childhood, including children's and adolescents disorders of emotions and behaviour (Voloshok, 2012). The most expressive emotional reactions occur in moments of imbalance in the dynamic process of interaction between the child and the environment, in the «critical periods». It is such a period that occurs in adolescence, which is characterized by school anxiety.

The level of school anxiety is related to the individual characteristics of students' adaptation. According to A.M. Tomej, a certain level of anxiety can help students in the successful process of social and psychological adaptation; at the same time, a high level of anxiety makes difficult the adaptation process, it is more resource-intensive and has a negative impact on the recovery of internal resources (Tomej, 2013). A high level of student's anxiety may indicate the child's general negative emotional state that is associated with various forms of its inclusion in school life.

The phenomenon of perfectionism is closely linked to the experience of anxiety. Thus, researchers in the cognitive approach to understanding perfectionism, R. Slain and R. Hill, identified anxiety as an integral component of perfectionism. In R. Slainy's model anxiety is identified in completing tasks as one of the five basic components of perfectionism, together with high personal standards, a desire for order, difficulties in interpersonal relationships, and procrastination (Jasnaja, 2011). The researcher says that anxiety always accompanies perfectionists because of the constant fear of making mistakes and deviating from work excellence. Canadian authors P.G. Hewitt and Flett also confirm the presence of a high connection between adolescent's perfectionism and such emotional problems as anxiety and depression (Hewitt, Flett, & Caelian 2002).

According to S. Fredrick, M. Demaray and L. Jenkins Students who worry about their ability to meet high standards might be more at risk of internalizing

problems. Authors point, that adaptive perfectionists reported significantly higher levels of teacher support than maladaptive perfectionists and nonperfectionists and higher levels of classmate support than nonperfectionists (Fredrick, Demaray, & Jenkins, 2016). Therefore, lack of social support at schools can cause perfectionist`s emotional difficulties.

Cognitive model by R. Hill includes such indicators of perfectionism: striving for excellence, concern over mistakes, high standards for others, need for approval, organization, parental pressure, rumination and planning (Hill & Huelsman, 2004, 94 – 95). According to this model, perfectionist`s school anxiety arises as a constant expectation of failure on the way to unconditional results and high standards, fear of losing affection and sensitivity to criticism, obsessive concern about past or future mistakes, non-ideal results. Therefore, they are not spontaneous and often do not enjoy the results, even if they are very successful.

Perfectionists-adolescents begin to intensify monitoring of their mistakes because of anxiety in a failing situation, focusing on past and possible future failures. When they manage to meet certain standards, they are judged to be insufficiently high and then established even higher standards (Guljas, 2007). S.V. Volikova, exploring children`s and adolescents` perfectionism, indicates the expressed desire of adolescents with perfectionism to meet the expectations of parents and teachers in order to obtain approval for the highest standards (Volikova, 2012).

Destructive children`s and adolescents` manifestations of the desire for excellence are connected with the phenomenon «syndrome of excellence». Testing the perfection striving in the specific situation of evaluating their achievements increases the probability of the students' awareness of their imperfection and causes a variety of neurotic manifestations. Perfectionists with «syndrome of excellence» are characterized by expressed anxiety, the level of which is raised in the situation of evaluation due to the setting of overestimated goals and excessive obsession on mistakes (Куцуба & Курьшкіна, 2016).

The spectrum of emotionally negative feelings of pupils with perfectionism is very diverse and may include intense feelings of dissatisfaction achievements, fear of negative judgment from others and public shame, fear of failure and anxiety before starting activities, anger to others.

Lisa Lee points to a significant connection between traits of perfectionism and impaired emotional well-being in the forms of depression, anxiety disorders, eating disorders, suicide risk, and difficulties in interpersonal relationships (Lee, 2007). E.A. Filatova and E.P. Pchelkina emphasize that perfectionism has a destructive effect on the emotional (emotional discomfort), cognitive (destructive attitudes) and behavioral (avoiding behaviour strategies) areas of personality (Filatova & Pchelkina, 2016). Thus, high levels of anxiety in adolescents-perfectionists can negatively affect the emotional well-being of the student,

increases the probability of low adaptation and even cause psychopathological emotional disorders.

## **Methodology**

To study the adolescents-perfectionists` school anxiety two psychodiagnostic methods were selected: «Child-Adolescence Perfectionism Scale» by P. Hewitt and G. Flett (adapted in the Ukrainian sample) and «Multidimensional Anxiety Scale» by K. Malkova.

The method «Child-Adolescence Perfectionism Scale» by P. Hewitt and G. Flett allows differentiating the following types of perfectionism: Self-oriented and Socially prescribed. Self-oriented perfectionism is a tendency to expect perfection from oneself and a motivation to achieve high standards. Socially prescribed perfectionism is the perception that others expect from a child to be perfect, and includes the experience of helplessness, a sense of external control, and difficulty in achieving high standards (Vavilova, 2017). The method contains 22 questions that describe two scales above. Also the «Child-Adolescence Perfectionism Scale» allows determining the indicators of general perfectionism at three levels: low, average and high for children and adolescents aged 9-18 years (Flett, Hewitt, & Besser, (2016).

The «Multidimensional Anxiety Scale» by K. Malkova was used as a clinically tested questionnaire aimed at the structural diagnosis of children`s and adolescents` anxiety disorders (8 - 18 years old) (Malkova, 2009). This technique covers the maximum possible range of situations where anxiety can be actualized. The questionnaire includes the most informative parameters for evaluating the emotional and behavioral disorders of children`s and adolescents` anxiety spectrum, which are relevant to the 10 scales of the method. The following scales were selected to study the characteristics of adolescents-perfectionists` school anxiety: anxiety associated with the assessment of others; anxiety in relationships with teachers; anxiety associated with school success; anxiety that arises in situations of knowledge assessment.

Both methods are adequate for adolescents; they allow investigating quantitative and qualitative indicators of studied phenomena: anxiety and perfectionism.

In order to investigate the effectiveness of adolescents-perfectionists` school anxiety correction, 25 subjects aged 14 - 17 years old were selected, which were divided into two groups - experimental (participants of the corrective program) and control (not involved in the corrective program) (Table 1). Participants in both groups showed high perfectionism and high levels of school anxiety.

The experimental group included 12 adolescents aged 15 - 17 years old (including 2 boys aged 16, 1 boy aged 15 and 2 boys aged 17; 2 girls aged 15, 2



girls aged 16; 3 girls aged 17 years). The control group included 13 adolescents aged 14 - 17 years old (7 girls and 6 boys).

*Table 1 General characteristics of the study sample*

<i>Samples</i>	Total number	Girls	Boys
Experimental group	12 (15 – 17 years)	7	5
Control group	13 (14 – 17 years)	7	6

The comparative analysis of anxiety indicators in the experimental group before and after the correction effect was conducted; and a comparison of school anxiety mean values in the experimental and control groups of the subjects was made to determine the effectiveness of school anxiety correction of adolescents perfectionists. The differences in mean anxiety values before and after correction program for experimental group were measured by using T-student comparison. The differences in mean values of school anxiety components in the experimental and control groups were measured by using Fisher intergroup comparison (for different groups).

### **Research results and Discussion**

At a first stage of the study, the level of perfectionism in adolescents was diagnosed and a sample of subjects with destructive perfectionism (25 adolescents) was identified. Adolescent perfectionists were divided into two groups - experimental and control - using the random method. In each group were provided the representatives adolescents and indicators of perfectionism (Table 2).

*Table 2 Perfectionism indicators in the experimental and control groups*

Indicators of perfectionism	Experimental group	Control group
Mean	73,2	72,8
Maximum	73	74
Minimum	67	68

At the next stage the level of school anxiety and its components were diagnosed: anxiety associated with the assessment of others; anxiety in relationships with teachers; anxiety associated with school success; anxiety in situations of knowledge assessment. The correction aimed at reducing the level of school anxiety was carried out for 4 sessions of 40 minutes in a group of 12 adolescents. The corrective program included the following directions: a) setting realistic goals and adequate requirements for oneself; b) formation of the ability

for justified risk; c) shifting the focus of attention to achievement from failure (Table 3).

*Table 3 Directions of correction school anxiety*

Directions of correction	Goals
Setting realistic goals and adequate requirements for oneself	Reduction anxiety associated with the assessment of others
	Reduction anxiety in relationships with teachers
Formation the ability for justified risk	Reduction anxiety associated with school success
Shifting focus of attention to analysis of achievements from failure analysis	Reduction anxiety in situations of knowledge assessment

The results of the analysis demonstrate that the participants in the correction program showed less indicators of school anxiety compared to the indicators before corrective influence (Table 4). Statistically significant differences (according to the test T-student) were found in the results of the correction program.

*Table 4 Mean values of adolescents-perfectionists` school anxiety components (before and after correction)*

Correction	Indicators of school anxiety			
	Anxiety associated with the assessment of others	Anxiety in relationships with teachers	Anxiety associated with school success	Anxiety in situations of knowledge assessment
Before	7,4*	7,0*	8,2*	8,9*
After	5,2*	5,4*	7,7*	6,2*

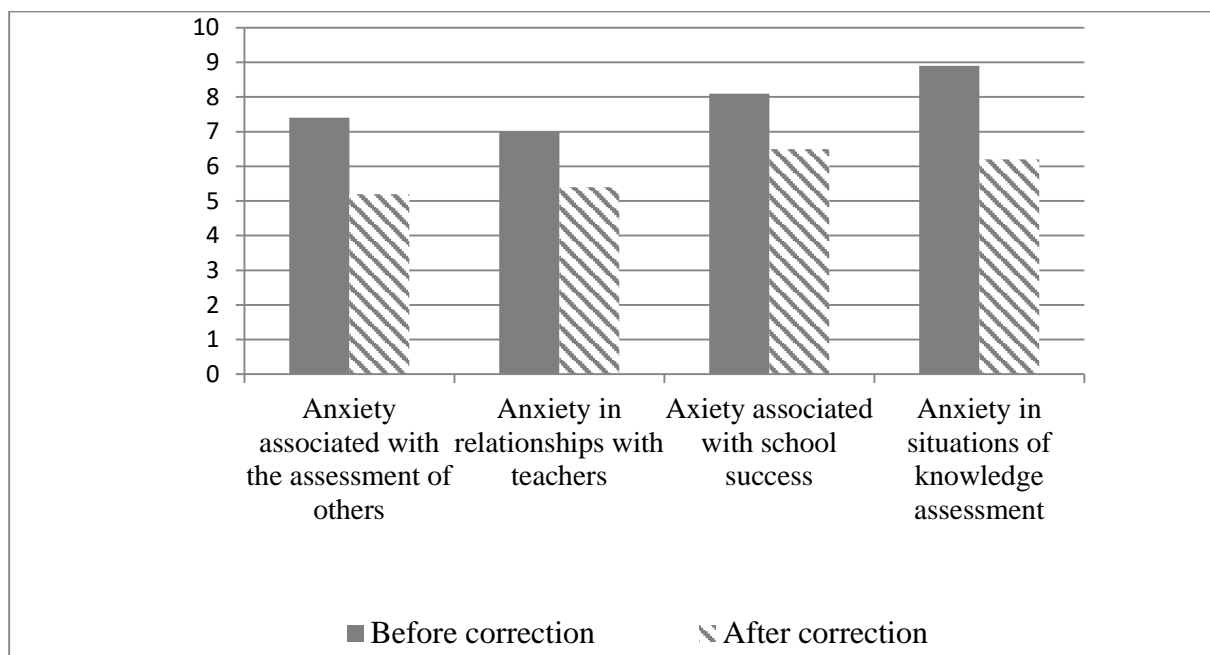
*Note: Differences in mean values (T-student comparison) at significant level  $p \leq 0.05$  \*,  $p \leq 0.01$  \*\**

There was a significant decrease in anxiety associated with the assessment of others ( $\bar{x} = 7,4$  before and  $\bar{x} = 5,4$  after correction), which indicates about decrease the role of others in the assessment adolescent's achievement and performance. This was facilitated by thematic blocks of the correction program aimed at the ability to set realistic goals and adequate requirements for themselves. Perfectionists-adolescents became more realistic about their own potential, based on internal evaluations and beliefs, and became a lesser pay attention to social evaluations. Such changes came about working on setting unrealistically high goals and meet only the highest standards delegated by others.

In this regard, the hypertrophied need for acceptance and approval by others was eliminated.

The anxiety scale in relationships with teachers is closely linked to the anxiety scale associated with the assessment of others; the teachers are significant people who evaluate the achievements and failures of adolescents. Therefore, decreasing anxiety in relationships with teachers ( $\bar{x} = 7,0$  before and  $\bar{x} = 5,7$  after corrective action) can be explained by reducing dependence on the teacher's opinion and fear of disappointing their expectations. Adolescents became more loyal to criticism through correction, developed the ability to differentiate critical remarks into specific actions from criticism to the personality of adolescent.

Reduced anxiety associated with school success ( $\bar{x} = 8,1$  before and  $\bar{x} = 6,5$  after correction) is connected with a reduction the concerns about pursuing achievement. Such thematic block of the correction program, as the formation of adequate requirements for themselves, allows the perfectionists to evaluate their own desires properly, opportunities and requirements of others; facilitate solving of internal conflicts related to achievements.



*Figure 1 Mean values of adolescents-perfectionists' school anxiety in (before and after correction)*

Anxiety indicators in the knowledge assessment situation were also reduced in adolescents after corrective influence ( $\bar{x} = 8,9$  before and  $\bar{x} = 6,2$  after correction). This means that the level of adolescent's anxiety in situations of testing knowledge, achievements and opportunities was decreased. This reduction could be facilitated by correction program techniques aimed at forming the

capacity for relaxation, the ability to adequately perception criticism, and accepting mistakes and failures without exaggeration and catastrophizing them. Perfectionists during the correctional program worked out a reassessment of the significance of achievement situation. In general, during the training, adolescents noted that most of their destructive thoughts are mainly related to anxiety for the future, experiencing possible mistakes and failures. However, when the level of situational anxiety was reduced, the frequency of such thoughts in the subjects was decreased. Also, the psychological techniques from the correction program`s unit of shifting the attention from error analysis to achievement analysis facilitated the reorientation of ideas and thoughts to prediction achieved goals, instead of constant thoughts about mistakes and activity frustrations.

To determine the effectiveness of correction aimed at reducing school anxiety in adolescents-perfectionists, a comparative analysis of the participant`s results in the experimental and control groups was made.

*Table 5 Mean values of school anxiety in the experimental and control groups*

Group	Components of school anxiety			
	Anxiety associated with the assessment of others	Anxiety in relationships with teachers	Axiety associated with school success	Anxiety in situations of knowledge assessment
Experimental	7,5*	6,9*	8,3*	8,5*
Control	5,2*	5,4*	7,7*	6,2*

*Note: Differences in mean values (Fisher intergroup comparison) at significant level  $p \leq 0.05$  \*,  $p \leq 0.01$  \*\**

Perfectionists-adolescents have a general tendency to decrease the level of school anxiety after their participation in the correction program, compared with similar indicators of participants in the control group (indicators at a significant level  $\text{sig} < 0,01$ ).

The levels of anxiety associated with the assessment of others were lower ( $\bar{x} = 7,5$  points in the control group and  $\bar{x} = 5,2$  points in the experimental groups); anxiety levels associated with school success ( $\bar{x} = 8,3$  та  $\bar{x} = 6,5$  accordingly) and anxiety levels in situations of knowledge assessment ( $\bar{x} = 7,6$  та  $\bar{x} = 5,7$  accordingly). The level of catastrophic and hypertrophic perception of the achievement situation (for example, the academic exam situation) as having only negative consequences was decreased. There was a reorientation towards the striving to set goals adequate situations and internal opportunities; the frequency of fixations on possible failures was decreased.

## Conclusion

The school is an important institution of socialization, which can not only contribute to the personal development of adolescent, but also cause emotional problems, among which a great place is occupied by high anxiety. School anxiety is a characteristic of adolescents with perfectionism in connection with the desire to achieve only highest results, fear of failure and desire to follow the higher expectations of others. High perfectionist`s anxiety is closely connected with the phenomenon of «excellent syndrome» and increases probability to complex disorders of emotional well-being in the forms of depression, anxiety disorders, eating disorders, suicide risk and difficulties in interpersonal relationships.

In order to correct high levels of adolescents-perfectionists` school anxiety, the corrective group program was developed and tested, which aims at setting real goals and requirements for oneself; formation abilities for justified risk; shifting focus on achievement from failure.

To determine the effectiveness of adolescents-perfectionists` school anxiety correction, a comparative analysis of anxiety indicators in the experimental group before and after correction was done, as well as a comparative analysis of school anxiety mean values in the experimental and control groups. A statistically significant decrease of anxiety was found in relation to the assessment of others; anxiety in relationships with teachers; anxiety related to school success; anxiety in knowledge testing situations.

Thus, psychological work with destructive perfection tendencies in school students can help to reduce school anxiety and increase the emotional well-being of personality. Further research could be done to research the relations between school anxiety and self-esteem.

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# DEJU UN KUSTĪBU TERAPIJA SENIORIEM: JAUKTA DIZAINA SISTEMĀTISKAIS PĀRSKATS

## *Dance And Movement Therapy: A Mixed-Methods Systematic Review*

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**Abstract.** *Changes caused by aging manifest themselves in physical, cognitive, emotional and social areas. Dance and movement therapy ensures that it is possible to work with a client in all four areas – promote physical activity, stimulate cognitive functions, activate emotional component and encourage social interactions. The aim of this research was to create a mixed methods systematic review on dance and movement therapy (DMT) for seniors, to assess the methodological quality of included studies, analyse structural and content indicators of applied DMT interventions, their effect and experience of seniors gained during dance and movement therapy sessions.*

*Findings suggest that the methodological quality of studies varies from high to low. Data acquired by meta-analysis indicates a statistically significant reduction of depression scores for research (DMT) group in comparison to control group (95% CI: -3.74 to -2.52, total effect  $Z = 10.05$  ( $P < 0.00001$ )). Qualitative data shows changes in all four areas as well as provides dance and movement therapists with a framework for different client groups such as individuals with depression, Parkinson's disease, etc. Further research on seniors' experiences is needed.*

**Keywords:** *dance movement therapy, seniors, mixed methods systematic review*

### **Ievads**

#### **Introduction**

Pēdējo 70 gadu laikā strauja populācijas novecošana ir kļuvusi par globālu fenomenu. Pēc Centrālās statistikas pārvaldes (Centrālā statistikas pārvalde, 2019) datiem, 2019.gada nogalē vecāka gadagājuma cilvēki (virs 65 g.) veidoja 20,3% no Latvijas iedzīvotāju īpatsvara, kas ir par 0,4 procentiem vairāk kā 2017.gada sākumā, tādējādi ļaujot spriest par salīdzinoši strauju Latvijas populācijas novecošanu. Eiropas Savienībā 2016.gadā šis skaitlis bijis 17,4% un prognozes liecina, ka tuvāko 50 gadu laikā cilvēku skaits vecumā virs 65 gadu vecumā divkāršosies, savukārt virs 80 gadu vecuma – pat trīskāršosies (European Commission, 2017).

Novecošanas radītās izmaiņas izpaužas fiziskā, kognitīvā, emocionālā un sociālā sfērā, un veselības aprūpes speciālistiem svarīgi apzināties, ka grūtības jebkurā no šīm sfērām ir nozīmīgs traucēklis indivīda dzīves kvalitātei. Ņemot vērā senioru īpatsvaru sabiedrībā, liela nozīme ir veselīgas novecošanas veicināšanai (World Health Organization, 2017).

Deju un kustību terapijas (DKT) pamatā ir teorētisks pieņēmums, ka ķermenis un prāts ir saistīts – prāts un emocijas ietekmē ķermeni un kustības, savukārt kustības spēj ietekmēt cilvēka prāta stāvokli un emocijas. Šis princips, kā arī terapeitiskās attiecības un citi terapijas procesa elementi nodrošina, ka ar klientu iespējams strādāt visās četrās iepriekš minētajās sfērās, veicinot fizisku aktivitāti, stimulējot kognitīvās funkcijas, rosinot emocionālo komponenti, kā arī attīstot interpersonālo mijiedarbību un ļaujot klientam justies dzirdētam, redzētam un pats galvenais – uzklausiātam (Meekums, 2002; Mihailova, Majore-Dūšeļa, & Vende, 2011).

Mākslu terapijas, tajā skaitā deju un kustību terapijas, salīdzinoši īsā vēsture, terapijas procesa īpatnības un pašu terapeitu dažādās spējas palūkoties uz terapijas procesu zinātniski ir sekmējušas to, ka pētījumi šajā jomā ir daudzveidīga dizaina un kvalitātes. Sistemātiskais pārskats, savukārt, ir veids, kādā apvienot un analizēt primāros pētījumus par deju un kustību terapiju, identificējot nozīmīgākās terapijas procesa sastāvdaļas, un iegūstot augsta līmeņa pierādījumus par tās lietojumu konkrētām klientu/pacientu grupām. Šobrīd pieejamie sistemātiskie pārskati aplūko tādas tēmas kā deju un kustību terapija demences (Karkou & Meekums, 2017), depresijas (Meekums, Karkou, & Nelson, 2015) un onkoloģijas (Bradt, Shim, & Goodill, 2015; Silniece, 2015) pacientiem.

Pētījuma mērķis ir izstrādāt jaukta dizaina sistemātisko pārskatu par deju un kustību terapiju senioriem, analizēt pielietoto DKT intervencu strukturālos un saturiskos rādītājus, efektu, kā arī senioru pieredzi deju un kustību terapijā.

## **Literatūras apskats**

### ***Literature review***

Novecošana ir sarežģīts multifaktoriāls, ģenētisks un bioķīmisks process, ko iespējams aplūkot dažādos līmeņos. Tās dinamiskā, pakāpeniskā un neatgriezeniskā daba ietver vairākus bio-psiho-sociālus aspektus un, ņemot vērā, ka novecošanas ātrums, ritms un apjoms katram indivīdam ir atšķirīgs, šī fenomena izpētē nevar paļauties tikai uz personas hronoloģisko vecumu (Baptista & Narcisco, 2015).

Šī pētījuma ietvaros novecošanas procesa izmaiņas tiek apskatītas, nosacīti tās sadalot četrās sfērās – fiziskajā, kognitīvajā, emocionālajā un sociālajā, tomēr svarīgi ņemt vērā, ka izmaiņas vienā sfērā bieži ietekmē arī pārējās, līdz ar to tās pilnīgi nošķirt vienu no otras ir gandrīz neiespējami.



*Fiziskā sfēra.* Salīdzinoši bieži izplatīta slimība, kas skar ~1% pasaules iedzīvotāju virs 60 gadu vecuma un izteikti izpaužas fiziskajā sfērā, ir Parkinsona slimība (PS); SSK-10: G20. Tā ir progresējoša, neurodeģeneratīva centrālās nervu sistēmas slimība, kam raksturīgi daudzveidīgi simptomi, bet visbiežāk – rigiditāte, tremors, bradikinēzija un līdzsvara traucējumi (Hauser, Lyons, McClain, & Pahwa, 2018; Slimību profilakses un kontroles centrs, 2016). PS pacientiem nereti progresē arī dažādas psihiskā stāvokļa izmaiņas: depresija, trauksme, apātija, kognitīvi traucējumi u.c. (Millere & Biezā, 2017).

*Kognitīvā sfēra.* Termins „dementia” ietver vairākus neuropatoloģiskus procesus: Alzheimerera slimību, vaskulāro demenci, vieglus kognitīvus traucējumus u.c. (Mehta, 2018). Alzheimerera slimība (SSK-10: G30) ir hroniska, neārstējama, progresējoša neurodeģeneratīva slimība – visbiežāk sastopamais demences iemesls. Galvenokārt izpaužas ar kognitīvām un uzvedības izmaiņām, kas izteikti ietekmē sociālo un profesionālo funkcionēšanu. (Slimību profilakses un kontroles centrs, 2016).

*Emocionālā sfēra.* Izplatīti traucējumi senioru vidū ir depresija un depresijas simptomi (SSK-10: F32, F33). Depresija ne tikai pasliktina ikdienas funkcionēšanu, bet arī pastiprina sliktas pašsajūtas uztveri un līdz ar to medicīnas pakalpojumu izmantošanu un kopējās izmaksas veselības aprūpē (Cole & Dendukuri, 2003; Slimību profilakses un kontroles centrs, 2016).

*Sociālā sfēra.* Pieaugot vecumam, pakāpeniski samazinās indivīda sociālais loks un loma sabiedrībā mainās gan kvantitatīvi, gan kvalitatīvi - vairāk uzmanības un lielāks ieguldījums tiek ielikts jēgpilnās attiecībās. Fiziskie un garīgie ierobežojumi sarežģī iesaistīšanos dažādās sociālās aktivitātēs, kas pakāpeniski var novest pie sociālas izolācijas. (Charles & Carstensen, 2009).

Ņemot vērā novecošanas fenomena būtību, izpausmes un visu, kas ar to saistīts gan indivīda, gan sabiedrības līmenī, mākslas terapeitiem, t.sk. deju un kustību terapeitiem, kuri izvēlējušies strādāt geriatrijas vidē, ir svarīgi paturēt prātā vecāka gadagājuma cilvēkiem raksturīgās grūtības visās četrās aprakstītajās sfērās, kā arī izkopt savas terapeitiskās prasmes un personības iezīmes, lai nodrošinātu maksimāli labāko aprūpi, kāda iespējama katra konkrētā klienta/pacienta situācijā.

## **Metodoloģija** *Methodology*

Jauktā dizaina sistemātiskā pārskata veidošanas procesā iekļauti kvantitatīvi un kvalitatīvi primārie pētījumi par deju un kustību terapiju senioriem, publicēti līdz 2019.g. 1.novembrim, ar kopsavilkumiem angļu valodā.

*Datu ieguves procedūra.* Pētījumu meklēšana veikta dažādās datubāzēs: NCBI, EBSCO, ScienceDirect, SAGE Publications, ProQuest, Wiley, Google

Scholar, Rīgas Stradiņa universitātes noslēguma darbu datubāzē, *ProQuest Dissertations and Thesis, Drexel university Dissertations and Thesis*. Izmantotie atslēgas vārdi: *dance movement therapy, dance movement psychotherapy, dance therapy, expressive art therapy, elderly, geriatric, older adults*.

No pārskatā iekļautajiem pētījumiem iegūta šāda informācija: vispārējā informācija (autors, nosaukums, gads), dalībnieku izlases raksturojums (vecums, dzimums, diagnoze, uzturēšanās vieta), pielietotā DKT interence (sesiju skaits, biežums, ilgums, sadaļas, vadītājs, metodes, tehnikas un vingrinājumi, tēmas), kvantitatīvie rezultāti (objektīvi efekta mērījumi), kvalitatīvie rezultāti (subjektīvi novērotas izmaiņas, senioru viedoklis).

**Instrumenti.** Iekļauto pētījumu metodoloģiskā kvalitāte izvērtēta, izmantojot Džoanas Brigsas institūta (*Joanna Briggs Institute*) izstrādātos kritiskās novērtēšanas instrumentus (*Critical Appraisal Tools*) dažādiem pētījumu dizainiem.

**Datu analīze.** Kvantitatīvie dati no savstarpēji salīdzināmiem pētījumiem iekļauti metaanalīzē. Kvalitatīvo datu apstrādē izmantota tekstuālā naratīvā sintēze.

## **Pētījuma rezultāti** **Research results**

No 189 identificētiem pētījumiem 153 izslēgti pēc kopsavilkumu pārskatīšanas. 36 pētījumi izvēlēti pilno tekstu izvērtēšanai, no tiem 18 izslēgti kā neatbilstoši sistemātiskajam pārskatam izvirzītajiem kritērijiem. Sistemātiskajā pārskatā iekļauti 18 kvantitatīvu un kvalitatīvu dizainu pētījumi ar kopējo dalībnieku skaitu  $N = 636$  un ietver gan klientus/pacientus ar dažādām diagnozēm (demence, Parkinsona slimība, depresijas simptomi), gan nosacīti veselus klientus/pacientus, t.i. bez diagnozēm. No tiem seši ir eksperimentāli, trīs – kvaziekperimentāli pētījumi, astoņas gadījumu analīzes un viens – kvalitatīvs rezultāta novērtējums.

Iekļauto pētījumu metodoloģiskās kvalitātes novērtējumā secināts, ka pētījumi par DKT senioriem ir dažādas kvalitātes un ar atsevišķiem izņēmumiem tie pārsvarā vērtējami kā vidējas un zemas kvalitātes. Galvenie trūkumi ir izvēlētajā pētījuma dizaina kritēriju neievērošana un/vai nepilnīgs rezultātu apraksts.

Pētījumu analīzei naratīvās sintēzes ietvaros tie sadalīti četrās grupās, nosacīti izmantojot pētījumos minētās diagnozes/to neesamību. Šāds pētījumu dalījuma princips ir aptuvens, jo neviens no iekļautajiem pētījumiem nesatur detalizētu informāciju ar klientu/pacientu diagnožu kodu no SSK-10 klasifikācijas, slimības smaguma pakāpi vai ilgumu.

### ***Deju un kustību terapijas strukturālie rādītāji***

Grupu terapija kā izvēles terapijas veids tiek izmantota 16 no 18 pētījumiem; vienā pētījumā grupu terapija tiek kombinēta ar individuālām sesijām un vienā vadītas tikai individuālās sesijas.

Klientiem/pacienti ar demenci terapijas cikla ilgums (t.i. sesiju skaits) pētījumu ietvaros ir no divām (Barnes, 2018) līdz 24 sesijām (Ho et al., 2018). Sesijas organizētas vienu (Arakawa-Davies, 1997; Nyström & Lauritzen, 2005; Pierce-Knapp, 2010) līdz divas (Ho et al., 2018; Krisberga, 2011) reizes nedēļā. Katras sesijas ilgums ir no 30 minūtēm (Pierce-Knapp, 2010) līdz 60 minūtēm (Arakawa-Davies, 1997; Ho et al., 2018). Parkinsona slimības gadījumā terapijas cikls ildzis 6 (Westbrook & McKibben, 1989) līdz 25 sesijas (Michels, Dubaz, Hornthal, & Bega, 2018; Motson, 2019). Visos pētījumos ir vienāds sesiju biežums (1x/nedēļā) un ilgums (60 minūtes).

Klientiem/pacienti ar depresijas pazīmēm vadītas 45 (Kante, 2014) un 60 minūšu garas sesijas (Rasa, 2012; Sandel, 1978). Sesiju biežums: vienu (Sandel, 1978) līdz divas reizes nedēļā (Kante, 2014; Rasa, 2012).

Pētījumos ar nosacīti veselīgiem klientiem terapija organizēta dažādos veidos: sešas 45 min. garas sesijas 1 x/nedēļā (Karpowicz, 2010), desmit 60 min. garas sesijas 2 x/nedēļā (Jemeljanova, 2014; Lauva, 2009), trīsdesmit sešas 60 min. garas sesijas 3x/nedēļā (Vrinceanu et al., 2019).

Pētījumos ar dažādām niansēm pārsvarā aprakstīta 3-daļīga sesiju struktūra, kas ietver iesildīšanos, tēmas attīstību jeb darbības daļu un noslēgumu.

### ***Deju un kustību terapijas intervences saturiskie rādītāji***

*Tēmas.* Pētījumos minētās tēmas, kas radušās terapijas procesa rezultātā, nosacīti iespējams sadalīt un aplūkot trīs grupās: pozitīvās emocijas un izjūtas, negatīvās emocijas un izjūtas, un lietišķās tēmas.

Pozitīvās emocijas un izjūtas ietver tādas tēmas kā spēks (Jemeljanova, 2014; Lauva, 2009), komforts (Goldstein-Levitas, 2016; Pierce-Knapp, 2010), drošība (Goldstein-Levitas, 2016; Jemeljanova, 2014; Krisberga, 2011; Westbrook & McKibben, 1989), piederības izjūta (Goldstein-Levitas, 2016; Krisberga, 2011; Pierce-Knapp, 2010), sadarbība un mijiedarbība (Barnes, 2018; Kante, 2014; Nyström & Lauritzen, 2005; Pierce-Knapp, 2010; Rasa, 2012). Negatīvo emociju un izjūtu kategorijā apskatāmas skumjas un zaudējums (Nyström & Lauritzen, 2005; Westbrook & McKibben, 1989), dusmas un izmisums (Sandel, 1978; Westbrook & McKibben, 1989), pasivitāte un atkarība no apkārtējiem (Sandel, 1978). Lietišķajām var pieskaitīt tādas tēmas kā, piemēram, daba, sezonas un laikapstākļi (Barnes, 2018), kustību daudzveidība un apjoms (Kante, 2014; Motson, 2019; Pierce-Knapp, 2010; Rasa, 2012; Westbrook & McKibben, 1989) un tradīcijas (Arakawa-Davies, 1997).

*Metodes, tehnikas un citi terapijas elementi.* Pētījumu mazā skaita un nevienlīdzīgā sadalījuma dēļ terapijas metožu, tehniku un citu elementu analīze

diagnožu kontekstā ir nelietderīga, tādēļ šī sadaļa aplūkota, vērtējot visus pētījumus kopā.

Pie universāliem mākslu terapijas elementiem pieskaitāma apla struktūra (Arakawa-Davies, 1997; Barnes, 2018; Goldstein-Levitas, 2016; Jemeljanova, 2014; Kante, 2014; Krisberga, 2011; Lauva, 2009; Rasa, 2012; Sandel, 1978; Westbrook & McKibben, 1989), iztēles vingrinājumi (tēlu un simbolu piešķiršana un izpēte kustībās un rekvizītos) (Barnes, 2018; Goldstein-Levitas, 2016; Jemeljanova, 2014; Kante, 2014; Lauva, 2009; Motson, 2019; Nyström & Lauritzen, 2005; Rasa, 2012; Sandel, 1978), relaksācijas vingrinājumi (Jemeljanova, 2014; Kante, 2014; Karpowicz, 2010; Lauva, 2009; Rasa, 2012).

Specifiskākas DKT sastāvdaļas, ir, piemēram, visvairāk minētais elements: mūzikas lietojums sesijās, tajā skaitā mūzikas radīšana (dziedāšana) (Arakawa-Davies, 1997; Barnes, 2018; Goldstein-Levitas, 2016; Jemeljanova, 2014; Kante, 2014; Karpowicz, 2010; Krisberga, 2011; Lauva, 2009; Motson, 2019; Nyström & Lauritzen, 2005; Pierce-Knapp, 2010; Rasa, 2012; Sandel, 1978; Westbrook & McKibben, 1989), rekvizītu lietojums (Barnes, 2018; Goldstein-Levitas, 2016; Ho et al., 2018; Jemeljanova, 2014; Kante, 2014; Krisberga, 2011; Lauva, 2009; Motson, 2019; Rasa, 2012), ritmiskas aktivitātes (ritmu skandēšana, plaušķināšana) (Arakawa-Davies, 1997; Barnes, 2018; Jemeljanova, 2014; Kante, 2014; Krisberga, 2011; Lauva, 2009; Rasa, 2012) un spēļu un rotaļu izmantošana (Ho et al., 2018; Kante, 2014; Krisberga, 2011; Lauva, 2009).

Deju un kustību terapijai īpaši specifiskiem elementiem pieskaitāma spoguļošanas tehnika/vingrinājums (Arakawa-Davies, 1997; Barnes, 2018; Jemeljanova, 2014; Kante, 2014; Karpowicz, 2010; Motson, 2019; Nyström & Lauritzen, 2005; Pierce-Knapp, 2010; Rasa, 2012), pieskāriens kā terapijas procesa sastāvdaļa (Barnes, 2018; Kante, 2014; Krisberga, 2011; Lauva, 2009; Motson, 2019; Rasa, 2012; Sandel, 1978), dažādi kustību vingrinājumi (Ho et al., 2018; Jemeljanova, 2014; Kante, 2014; Lauva, 2009; Motson, 2019; Rasa, 2012), strukturētās dejas elementi (Ho et al., 2018; Karpowicz, 2010; Nyström & Lauritzen, 2005; Rasa, 2012) un brīva kustību un dejas improvizācija (Ho et al., 2018; Lauva, 2009; Nyström & Lauritzen, 2005).

### ***Deju un kustību terapijas efekti***

*Metaanalīze.* Pētījumu analīzes procesā konstatēts, ka divi pētījumi (Kante, 2014; Rasa, 2012) ietver datus, kurus iespējams salīdzināt metaanalīzes ietvaros. I. Rasas un L. Kantes pētījumos dalībnieki ir seniori ar depresijas pazīmēm sociālās aprūpes iestādēs, un tiek izmantots viens izvērtēšanas instruments: Geriatrijas depresijas skala (GDS, saīsinātā versija). Metaanalīzes rezultāti liecina, ka izpētes (DKT) grupai GDS ballu skaits samazinājās par vidēji 3.13 ballēm, salīdzinot ar kontrolgrupu, kas nesaņēma DKT (95% TI: -3.74 līdz -2.52, kopējais efekts  $Z = 10.05$  ( $P < 0.00001$ )). Statistiski nozīmīgas izmaiņas

konstatētas abos pētījumos. Nav vērojama statistiskā heterogenitāte ( $I^2=0\%$ ), tādēļ izmantots tikai fiksētā efekta analīzes modelis.

*Fiziskā sfēra.* Pacienti ar demenci novērots kustību daudzveidības pieaugums (Krisberga, 2011; Pierce-Knapp, 2010), augstāks vispārējais enerģijas līmenis (Barnes, 2018; Goldstein-Levitas, 2016; Krisberga, 2011) un statistiski nozīmīgs uzlabojums ikdienas funkcionēšanā ilgtermiņā ( $d = 0.40$ ,  $p < 0.01$ ) (Ho et al., 2018). Parkinsona slimības gadījumā fiksētas statistiski nozīmīgas (CC grupa:  $p < 0.001$ ; K grupa:  $p < 0.04$ ) izmaiņas iešanas ātrumā salīdzinājumā ar vienkāršu fizisku vingrinājumu nodarbībām (Westbrook & McKibben, 1989). Klientiem/pacienti ar depresijas simptomiem novērota lielāka fiziskā izturība un plašāka kustību daudzveidība (Sandel, 1978), bet nosacīti veselajiem klientiem atzīmēta kustību daudzveidības palielināšanās, kustību amplitūdas un brīvības pieaugums (Karpowicz, 2010).

*Kognitīvā sfēra.* Klientos/pacientos ar demenci novērots reminiscences pieaugums (Arakawa-Davies, 1997; Barnes, 2018; Goldstein-Levitas, 2016; Krisberga, 2011); enerģijas līmeņa paaugstināšanās sesiju beigās (Barnes, 2018; Krisberga, 2011); motivācijas pieaugums (Goldstein-Levitas, 2016); uzmanības koncentrēšanas un noturības pieaugums (Barnes, 2018; Goldstein-Levitas, 2016; Krisberga, 2011). Vienā pētījumā kognitīvo funkciju objektīvie rezultāti liecina, ka DKT grupai salīdzinājumā ar kontrolgrupu konstatēti uzlabojumi ilgtermiņa epizodiskās atmiņas raksturlielumos: kopējās atcerēšanās (angl. *total retrieval*) ( $p < 0.05$ ,  $d = 0.25$ ) un aizkavētās atsauksmas (angl. *delayed recall*) ( $p < 0.05$ ,  $d = 0.24$ ) rādītājos 6 mēnešus pēc DKT uzsākšanas (Ho et al., 2018). Klientos/pacientos ar Parkinsona slimību kvantitatīvas izmaiņas kognitīvajā sfērā aprakstītas vienā pētījumā, tomēr nelielās izlases dēļ tās nav statistiski nozīmīgas (Michels et al., 2018). Pētījumos par depresijas simptomiem klientiem/pacienti novērots pašapziņas pieaugums, vadības uzņemšanās, kā arī tieksme vairāk iesaistīties dažādos uzdevumos un kreatīvajās kustībās (Sandel, 1978). Nosacīti veselīgiem klientiem kognitīvās spējas netiek pētītas.

*Emocionālā sfēra.* Emocionālās funkcionēšanas izmaiņas klientiem/pacienti ar demenci ietver lielāku atvērtību pret apkārtējiem un kopējo terapijas procesu, tajā skaitā brīvāku dalīšanos ar pieredzi, vajadzībām un bažām, un vēlmi eksperimentēt ar jaunām kustībām (Arakawa-Davies, 1997; Krisberga, 2011; Pierce-Knapp, 2010). Vienā pētījumā (Ho et al., 2018) noteikts statistiski nozīmīgs pazeminājums depresijas ( $p < 0.01$ ,  $d = 0.33$ ), vientulības izjūtas ( $p < 0.01$ ,  $d = 0.42$ ) un negatīva garastāvokļa ( $p < 0.05$ ,  $d = 0.30$ ) līmeņos, kas saglabājies līdz 3 mēnešiem pēc DKT uzsākšanas, kā arī statistiski nozīmīgi samazināts stresa hormona – kortizola diennakts līmenis ( $d = 0.30$ ,  $p < 0.01$ ). Pacienti ar Parkinsona slimību noteikti depresijas rādītāji un noguruma līmenis, tomēr šo pētījumu rezultāti atzīti par statistiski nenozīmīgiem. Kvalitatīvie novērojumi liecina par garastāvokļa uzlabošanos, brīvāku dalīšanos

ar pieredzi, vajadzībām un bažām, un vispārēju apmierinātību ar terapijas procesu (KaplanWestbrook & McKibben, 1989; Michels et al., 2018). Pētījumos par klientiem/pacientiem ar depresijas pazīmēm (Sandel, 1978) kvalitatīvie novērojumi liecina par spontānāku jūtu ekspresiju, brīvāku iesaistīšanos un komunikāciju, lielāku atsaucību jaunai pieredzei. Klientiem bez diagnozes emocionālajā sfērā novērota stresa līmeņa pazemināšanās (Karpowicz, 2010), t.sk. kortizola līmeņa pazeminājums pēc DKT sesijām (Vrinceanu et al., 2019) un subjektīvās labklājības izjūtas līmeņa pieaugums (statistiski nozīmīgas izmaiņas ( $p < 0.001$ )) vienā pētījumā (Jemeljanova, 2014).

*Sociālā sfēra.* Klientos/pacientos ar demenci novērots verbālās un neverbālās komunikācijas pieaugums (Arakawa-Davies, 1997; Barnes, 2018; Krisberga, 2011; Nyström & Lauritzen, 2005), tajā skaitā izteiktāka acu kontakta veidošana (Barnes, 2018) un mazāka agresija (Krisberga, 2011); pašekspresijas pieaugums: brīvāka dalīšanās ar atmiņām, pieredzi, vajadzībām un bažām (Arakawa-Davies, 1997; Goldstein-Levitas, 2016; Krisberga, 2011; Pierce-Knapp, 2010), kas novērota arī pacientiem ar Parkinsona slimību (Westbrook & McKibben, 1989). Gan klientiem/pacientiem ar depresijas simptomiem, (Kante, 2014; Rasa, 2012; Sandel, 1978), gan nosacīti veselajiem klientiem terapijas process veicinājis iesaisti grupas darbā un socializāciju (Karpowicz, 2010).

### ***Senioru pieredze deju un kustību terapijā***

Nevienā no pētījumiem par klientiem/pacientiem ar demenci vai depresijas simptomiem netiek minēts dalībnieku viedoklis. Pētījumos par klientiem/pacientiem ar Parkinsona slimību dalībnieki izteikuši vēlmi turpināt terapiju pēc pētījuma beigām (Michels et al., 2018), lielākā daļa klientu uzskatījuši, ka no terapijas ir ieguvums un ieteiktu to apmeklēt arī citiem. Nosacīti veselie klienti par terapijas procesu kopumā devuši pozitīvas atsauksmes, nenorādot sīkākas detaļas. Vienā pētījumā klienti atzīmē, ka apguvuši prasmi relaksēties un līdz ar to uzlabojies miegs (Karpowicz, 2010).

## **Secinājumi Conclusions**

Pētījumu analīze rāda pozitīvu deju un kustību terapijas ietekmi uz visām četrām funkcionēšanas sfērām darbā ar senioriem, tādējādi sniedzot iespēju strādāt ar klientiem/pacientiem dažādos līmeņos un ar dažādām grūtībām, tomēr joprojām aktuāla ir nepieciešamība pēc stabiliem, augstas kvalitātes pierādījumiem, kas palīdzētu nostiprināt deju un kustību terapijas vietu veselības un sociālajā aprūpē.

Sekojoš citu valstu piemēriem, arī Latvijā būtu jāapsver iespējas veikt informatīvo darbu aprūpes darbinieku un iedzīvotāju vidū, kā arī izveidot un

ieviest specializētu deju un kustību terapijas programmu senioriem, iespējams, pievienojot elementus no citām mākslas terapijas specializācijām – mūzikas, drāmas un vizuāli plastisko mākslu. Veidojot terapijas plānu, tas rūpīgi jāpārdomā, skaidri nosakot terapijas ilgumu, biežumu un intensitāti, pielāgojot klienta/pacienta grūtībām un funkcionēšanas līmenim. Rūpīgi veidots terapijas plāns un pareizi izvēlētas metodes, tehnikas un vingrinājumi nodrošina optimālas palīdzības sniegšanu, pirmajā vietā liekot indivīda labsajūtu, kas nenoliedzami svarīga dzīves otrajā pusē. Izvēloties darbu ar senioriem jāņem vērā, kādus potenciālos ierobežojumus rada ārējie apstākļi – darba vide, apkārtējo cilvēku attieksme un pašu senioru grūtības, funkcionēšanas līmenis un personība.

Klientu/pacientu subjektīvajai pieredzei ir milzīga nozīme terapijas procesā, tādēļ pētniekiem ieteicams šo pieredzi ņemt vērā un detalizēti atspoguļot pētījumos arī tādā gadījumā, ja tas nav primārais mērķis, t.i. nav iekļauts sākotnējos pētījuma jautājumos.

### Summary

Aging process is an important part of every individual's life and comes with different challenges. Dance and movement therapy, based on the principle of body and mind connection, provides the opportunity to work with different client / patient groups and difficulties.

The aim of this study was to analyse structural and content indicators of applied DMT interventions, DMT effect and experience of seniors gained during dance and movement therapy sessions. A total of 18 studies of quantitative and qualitative designs were included in the systematic review.

This research allows us to conclude that Dance and movement therapy is a useful tool when working with geriatric clients in different settings. Positive results of varying degrees are found in all four functioning areas – physical, emotional, cognitive and social. Further research on seniors' experiences is needed.

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