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ПСИХОЛОГІЧНІ ФАКТОРИ САМОРЕАЛІЗАЦІЇ СТУДЕНТІВ З ІНВАЛІДНІСТЮ

Анотація

У статті викладено результати емпіричного дослідження психологічних факторів самореалізації студентів з інвалідністю в інтегрованому освітньому середовищі. Метою є дослідження психологічних факторів та предикторів самореалізації студентів з інвалідністю. Методи. Факторним аналізом визначено структуру самореалізації студентів з інвалідністю з різним рівнем самоактуалізації. За результатами регресійного аналізу спрогнозовано показники самореалізації студентів з інвалідністю з низьким та високим рівнем самоактуалізації. Результати. У факторній структурі студентів з високим рівнем самоактуалізації домінують показники позитивного самоствавлення; більшість параметрів смисложиттєвих орієнтацій; параметри життєстійкості; показники збалансованої часової перспективи. Предикторами самореалізації у вибірці студентів з високим рівнем вираженості самоактуалізації є «прийняття відповідальності», «локус контролю – Я», «цінності», «раціоналізація» та «гіперкомпенсація». У факторній структурі самореалізації студентів з низьким рівнем вираженості самоактуалізації переважають показники життєстійкості, психологічних захистів, захисних копінгів, негативного минулого. Найбільш точно прогнозує значення самореалізації модель, яка пояснює 92% дисперсії, та включає предиктори: «потреба в пізнанні», «випадковість подій», «доброта людей», «майбутнє», «втеча-уникнення». Висновки. Отримані дані емпіричного дослідження дозволяють визначити ресурси та бар'єри самореалізації студентів з інвалідністю та будуть

використані при побудові комплексної програми психологічного сприяння особистісному розвитку та самореалізації студентів в умовах інтегрованого навчання.

Ключові слова: студенти з інвалідністю, самореалізація, самоактуалізація, інтегроване навчання.

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ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ САМОРЕАЛИЗАЦИИ СТУДЕНТОВ С ИНВАЛИДНОСТЬЮ

Аннотация

В статье представлены результаты эмпирического исследования психологических факторов самореализации студентов с инвалидностью в интегрированной образовательной среде. Цель – исследование психологических факторов и предикторов самореализации студентов с инвалидностью. Методы. Факторным анализом определена структура самореализации студентов с инвалидностью с разным уровнем выраженности самоактуализации. По результатам регрессионного анализа спрогнозировано показатели самореализации студентов с инвалидностью с низким и высоким уровнями самоактуализации. Результаты. В факторной структуре студентов с высоким уровнем самоактуализации доминируют показатели позитивного самоотношения; большинство параметров смысложизненных ориентаций; параметры жизнестойкости; показатели сбалансированной временной перспективы. Предикторы самореализации в выборке студентов с высоким уровнем выраженности самоактуализации – «принятие ответственности», «локус контроля – Я», «ценности», «рационализация» и «гиперкомпенсация». В факторной структуре самореализации студентов с низким уровнем выраженности самоактуализации преобладают показатели жизнестойкости, психологические защиты, защитные копинги, негативное прошлое. Наиболее

*точно прогнозирует значение показателя самореализации модель, которая объясняет 92% дисперсии, и включает предикторы: «потребность в познании», «случайность событий», «доброта людей», «будущее», «избегание». **Выводы.** Полученные данные эмпирического исследования позволяют определить ресурсы и барьеры самореализации студентов с инвалидностью и будут использованы при построении комплексной программы психологического содействия личностному развитию и самореализации студентов в условиях интегрированного обучения.*

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PSYCHOLOGICAL FACTORS INFLUENCING DISABLED STUDENTS' SELF-REALIZATION

Abstract

*The article presents the empirical study on psychological factors influencing disabled students' self-realization in the integrated educational environment. The **aim** is to study the psychological factors and predictors of disabled students' self-realization. **Methods.** The performed factor analysis revealed the structure of disabled students' self-realization depending on their self-actualization levels. The indicators predicting disabled students' self-realization having low and high self-actualization are described according to the performed regression analysis. **Results.** The self-realization factor structure of students with high self-actualization is characterized by positive self-esteem and balanced time perspective; it includes also nearly all parameters of meaningful life orientations and psychological hardiness. The predictors of self-realization for students with high self-actualization are: challenge, locus of control - Self, values of self-actualisation, rationalization and hypercompensation. The self-realization factor structure of students with low self-actualization includes the indicators of psychological hardiness, psychological protection, protective coping, and the negative past. The model that explains 92% of the variance and predicts most accurately self-realization of students with low self-actualization is based on the predictors: need for knowledge, randomness of*

*events, benevolence of the people, the future, and escape-avoidance. **Conclusions.** The obtained data allowed us to determine the resources and barriers for disabled students' self-realization and would be used for development of a comprehensive psychological program assisting to students' personal development and self-realization in the context of integrated learning.*

***Key words:** disabled students, self-realization, self-actualization, integrated learning.*

Problem statement and relevance of the research. Scientists' increased attention to the problem of self-realization is caused by many reasons, in particular, by the decisive role of self-realization in human development; the increased requirements for human capacities in self-development and self-improvement; a human need in conscious independent intervention into one's self-development, self-actualization.

Personal self-realization becomes especially important for disabled students, for whom education, in general, with professional training is an effective means for being in demand by society, economic independence and mobility, freedom of choice, achievement of life goals and realization of own potential.

Researchers working within the humanistic and positive approaches focus on an individual's functioning in adverse developmental conditions (which include the situation of a disability) with the aim to identify the personal characteristics that allow an individual to exist positively, to achieve self-realization and psychological well-being [21; 22].

Personal self-realization means actualized readiness for constant self-development, implementation of one's own inclinations, life opportunities through balanced and harmonious development of various aspects of personality, constant efforts, activities that can reveal personal resources. At research on an individual's self-realization, the problem of human self-activity, ability to independently choose areas of self-development goes to the forefront. Therefore, an important applied task is to determine the conditions, factors and psychological resources that contribute to self-realization.

According to modern views of researchers working within the positive approach concerning functioning of people having somatic diseases, physical disorders cannot be considered as clear obstacles on disabled people's way for social adaptation, development and self-realization. On the contrary, a disability can become a constructive resource for a qualitatively specific system of self-regulation. Physical and somatic features are built into the structure of an individual's life in different ways, in addition, and each individual can treat them differently. Thus, the central link of a disabled individual's functioning is the individual themselves, and their disability is an unfavourable, difficult condition for their life and self-realization.

The put forward problem has been studied insufficiently from the standpoint of the positive approach to an individual's functioning, which determines the need for empirical research on psychological factors influencing disabled students' self-realization, in order to understand better personal meanings of self-realization and to build effective strategies for disabled students' personal self-realization.

The study **purpose** was to study the psychological factors and predictors of disabled students' self-realization.

Review of recent publications. There are similar concepts of self-realization, self-actualization, self-development, self-determination, self-affirmation, self-activity, etc. in psychology, these concepts are recorded, described, but not sufficiently explained. These concepts cover A. Maslow's basic humanistic idea [8] about the innate motivational tendency, inherent to all people without exception, to realize their own capabilities and skills.

There is no single definition of the "self-realization" term in psychology. Researchers understand this phenomenon as the process of self-cognition on one's own abilities, capabilities, self-image, meanings of life [13]; transition from possibilities (potential) to reality (actual) [3]; as a fundamental human ability to become and be a subject of one's own life, to realize one's own potential; as a phenomenon of personality self-determination, the motive for realization of one's own essential forces [10; 17]; as implementation of one's own capabilities, skills,

personality in interaction with the outside world and other people [24]; an individual's ability perceive realistically themselves, their capabilities and use them to learn, master professional skills and build life in general [25].

The general problem of self-realization has the most important aspects for its research: productive, personal, procedural, activity [2].

The researchers, studying self-realization within humanistic psychology, identify the components and characteristics of a self-actualized, mature individual who seeks self-realization: deep sense of Self, a positive self-image, a holistic approach to life [8]; orientation on activities, creativity, respect for oneself and others, low proneness to internal conflicts [9], the sense of subjective freedom, personality integrity, existentialism [11].

The set of characteristics supporting self-realization shows a degree to which an individual is a subject, an author and a builder of their own life. In this context, the characteristics supporting self-actualization can be considered as internal necessary conditions for successful self-realization. The degree of formation and expression of these internal conditions reflects the degree of self-realization.

That is, self-realization is a universal process in which human individuality is realized to that degree to which one is a subject determining one's own life.

The theoretical review of the corresponding literature has allowed us to identify several structural components of an individual's self-realization. Self-realization presupposes, first of all, autonomy, which is a key concept of self-realization [19], as the ability to act based on a deep understanding of oneself. An individual's regulatory role includes choosing of meaningful directions and ways of self-realization on the base of personal system of value orientations, basic beliefs, motives [4]; self-assessment, self-cognition of one's own capabilities and resources [18]; time perspective as the ability to integrate past, present, future into a living space [26].

An individual lives in constant interaction with the world around them, namely, with that part of it that has value and meaning for them, so self-realization,

as the highest level of personality formation, is determined, regulated and directed by these values and meanings [2; 10].

One of the most important factors of an individual's self-realization is their self-esteem and self-attitude. Self-attitude as a component of self-awareness determines the processes of self-determination and self-realization and is their result [18]; it provides self-assessment of personal characteristics that promote or hinder self-realization [13]. Self-attitude as a value of Self is closely related to an individual's personal values, meanings, activities [18; 25]; to human psychological hardiness, which is the basic personality characteristic that mediates the impact of adverse developmental conditions, somatic diseases on consciousness and behaviour [20; 21]; self-attitude actualizes self-efficacy, competence and self-confidence, which are important determinants of self-realization.

Imagination of themselves in time, a certain attitude to it allows people to analyze their own experience of the past, to realize the meaning of the present and to build goals, prospects for the future. In this case, the subjective value of time as a personal resource, and the length of time perspective help organize activities at different stages of self-realization. Obviously, without a clear idea of an individual's future, they are not able to regulate purposefully activities, self-development, self-realization, to overcome challenges arising in the social, personal and professional aspects of life.

Thus, structural components of an individual's self-realization selected by us, which, of course, are not cover totally this multifaceted phenomenon, give us the opportunity to empirically validate the above presented ideas.

Presentation of the main material. The empirical study involved disabled students of the II-IV academic years, studied at integrated university groups in Kyiv. Their age was 19-22 years. The sample consisted of 326 students.

Research procedure and methods. The sample was divided into two groups according to the general indicator of self-actualization, determined with E. Shostrom Personal Orientation Inventory (adapted by A. Lazukin, N. Kalina) [15]: the respondents with high (and above average) self-actualization (56.1% of the total

student sample) and the respondents with low self-actualization (27.8% of the student sample). Self-actualization was understood as an integral indicator for self-realization

Guided by the research purpose to determine the characteristics (variables) forming the factor structure of disabled students' self-realization, we used the following methods: E. Shostrom Personal Orientation Inventory (adapted by A. Lazukin, N. Kalina) [15]; Purpose-in-Life Test (Crumbaugh J., & Maholick L, adapted by D.O. Leontiev) [6]; World Assumptions Scale of R. Janoff-Bulman (adapted by O.A. Kravtsova) [16]; Zimbardo Time Perspective Inventory (adapted by G. Syrtsova, O.T. Sokolova, O.V. Mitina) [14]; the Self-Attitude Questionnaire of V.V. Stolin, S.R. Pantileev; the questionnaire on coping strategies proposed by R. Lazarus, S. Folkman (adapted by L.I. Vasserman) [1], 2009); Maddi Hardiness Scale (adapted by D.O. Leontiev, O.I. Rasskazova) [5].

To identify the integrated indicators for self-realization we performed factor analysis with the method of principal components and the method of Oblique rotation. The data conformity for factor analysis was determined using the Kaiser-Meyer-Olkin (KMO) measure. The statistical reliability for the performed factor analysis was checked on the basis of Barlett's test of sphericity.

The regression analysis was used to determine independent variables that predict most significantly disabled students' self-realization.

Statistical processing of the empirical data was performed using SPSS 21.0 for Windows.

The performed factor analysis for the qualities ensuring self-realization of the students with *low self-actualization* revealed five factors, which contribution to the overall data variance was 81% (Table 1). KMO as a degree of adequacy was 0.65; Bartlett's criterion of sphericity was less than 0.5. Therefore, we can assume that we have obtained reliable results.

Table 1.

**Factors of self-realization for disabled students with low self-actualization
(n=143)**

No	Factor load	Indicators that form factors
1	28,3%	Challenge (0.88), general hardiness (0.87), life process (0.78), life results (0.77), life goals (0.77), locus of control - life (0, 72), commitment (0.69), control (0.69), denial (0.60)
2	17,7%	Autosympathy (0.91), regression (-0.81), negative past (-0.71), global self-attitude (0.69)
3	12,0%	Benevolence of the world (0.84), self-esteem (0.72), autosympathy (-0.62), life goals (0.50).
4	11,9%	Degree of luck (0.87), autonomy (0.53), distancing (0.50)
5	11,2%	Event randomness (-0.86), rationalization (0.78,), autonomy (0.62), distancing (0.52)

Factor 1 “*Psychological hardiness as a resource*”. The factor shows the dependence of students’ desire for self-realization on their psychological hardiness, their inclusion into their own lives, their life goals, their perception of life events and difficulties as a challenge, a test for them and the need to feel their significance and value, even by denying their own health limitations. Since all indicators of psychological hardiness (commitment, challenge, control) are present in this factor and show strong correlations, it is obvious that psychological hardiness is a resource for disabled students’ self-realization.

Factor 2 “*Self-attitude*”. This factor shows relations between positive self-attitude and personal self-realization. It shows that negative attitudes toward the past, the used “immature” mechanisms to protect self-attitude, in particular regression, can become barriers to personal development and self-realization.

Factor 3 “*Basic beliefs*” shows relations of self-realization with a positive attitude towards the world around, based on self-esteem, responsibility for their own actions and existing conscious life goals.

Factor 4 “*Autonomy as a resource*”. This factor testifies to existing links between personal self-realization and faith in one's own strength, luck, which help to maintain a sense of resilience, especially in situations when life events are difficult to control. The “distancing” protective coping present in this factor can become a barrier against personal activities. The desire for autonomy is an internal resource of the examined students’ self-realization.

Factor 5 “*Defence of self-attitude*”. This factor shows relations of self-realization with “rationalization” as a constructive psychological mechanism protecting the stability of self-image; as well as with autonomy and responsibility, which, logically, excludes the attitude to live events of as uncontrolled or accidental.

The performed regression analysis, revealing the predictors for self-realization of the students with low self-actualization, is shown in table 2.

Table 2.

The prognostic models of self-realization for the disabled students with low self-actualization

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,659 ^a	,434	,425	9,111
2	,751 ^b	,565	,550	8,059
3	,856 ^c	,733	,719	6,367
4	,909 ^d	,826	,814	5,185
5	,960 ^e	,921	,915	3,512

^a Predictors: (constant), need for cognition

^b Predictors: (constant), need for cognition, randomness of events

^c Predictors: (constant), need for cognition, randomness of events, benevolence of the people

^d Predictors: (constant), need for cognition, randomness of events, benevolence of the people, the future

^e Predictors: (constant), need for cognition, randomness of events, benevolence of the people, the future, escape-avoidance.

^d dependent variable: self-realization

To predict self-realization, we use the fifth model, which explains 92% of the variance, and includes the following predictors: *need for cognition* (the self-realization indicator), *randomness of events* and *benevolence of the people* (basic assumptions), *the future* (a time perspective mode), *escape-avoidance* (a protective coping strategy). We take into account the coefficients only for this model.

Table 3.

Coefficients for the regression model

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	beta		
5	(constant)	-99,79	7,682	-	-12,99	,000
	need for cognition	0,465	,027	,679	17,516	,000
	randomness of events	6,436	,611	,408	10,528	,000
	benevolence of the people	10,052	,710	,565	14,166	,000
	the future	1,061	,093	,502	11,350	,000
	escape-avoidance	2,364	,281	,377	8,403	,000

dependent variable: self-realization

By comparing Beta indicators, we conclude that “*need for cognition*” has the greatest influence on predicted self-realization of the students with low self-actualization, and it is a resource for self-realization.

Six factors were identified for the qualities ensuring self-realization of the disabled students with *high self-actualization*, (Table 3); their contribution to the total data variance is 88.3%. KMO as a degree of adequacy was 0.68; Bartlett's criterion of sphericity was less than 0.5 (Sig = 0). Therefore, we can assume that we have obtained reliable results.

Table 3.

Factors of self-realization for disabled students with high self-actualization (n=183)

No	Factor load	Indicators that form factors
1	33,7%	Self-confidence (0.96), global self-attitude (0.93), self-blame (-0.89), self-esteem (0.89), self-understanding (0.87), self-sympathy (0.87), result - life (0.84), life goals (0.77), regression (-0.76), locus of control - life (0.75), the need for knowledge (0.72), psychological hardiness (0.70), control (0.67), self-acceptance (0.67), expected positive attitude from others (0.66).
2	16,8%	Value of Self (-0.83), self-interest (0.80), projection (0.78), expected attitude from others (0.77), commitment (-0.70).
3	13,8%	Self-consistency (0.84), fatalistic future (-0.84), self-understanding (0.62).
4	10,0%	Benevolence of the world and the people (-0,91), autonomy (0.79), self-control (0,77)
5	7,3%	Hedonistic present (0.65), commitment (0.55), challenge (0.54), need for cognition (0.52), sociability (0,51).
6	6,7%	Positive past (0,87), benevolence of the World (0,64)

Factor 1 “*Self-attitude and meaningfulness of life*” shows strong links of personal self-realization with positive self-attitude, which indicates an awareness of the value of one's self in the pursuit of self-realization, and meaningful life orientations, as a basis of self-realization and a determinant is of personal meaning of self-development. Psychological hardiness as an opportunity for growth is a necessary condition for self-realization of the examined disabled students with high self-actualization (as well as for the students with low self-actualization) [21; 23].

Obviously, the “expected positive attitude from others” indicator (a self-attitude indicator) included into the factor 1 shows that a positive assessment, attitude of others is a supporting resource for disabled students in the process of their self-realization; this finding is consistent with the data of other researchers [7].

Factor 2 “*The value of Self*”. This factor determines the significance for self-realization of the formed beliefs in the value of one's own self, self-interest, which determines self-confidence and a lesser desire to receive positive evaluations from others.

Factor 3 “*Self-understanding*”. This factor shows the relations of self-realization with the ability to structure one’s own behaviour, to set goals consistently and achieve them, to understand one’s own essence, needs, to act in accordance with them, to be confident in the power of one’s own Self, to perceive one's own future as a result of one's subjective activities, volitional efforts, and not as something given, out of control.

Factor 4 “*Autonomy*”. This factor reflects the relations of self-realization with autonomy, personal identity, responsibility for the results of one’s own acts; realistic attitude to the world and people.

Factor 5 “*Self-realization in the present*”. This factor shows the relations of self-realization with personal activities in the present, willingness to take risks and overcome the stress at difficult life situations; openness to new knowledge; the ability to establish warm relationships with others, to feel connected with others.

Factor 6 “*Positive interaction with others*” shows the relations between self-realization and the ability to perceive one’s own past as positive and a positive attitude towards the world around and other people.

Table 4 shows the regression analysis, revealing the predictors for self-realization of the students with high self-actualization.

Table 4.

The prognostic models of self-realization for the disabled students with high self-actualization

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,639 ^a	,408	,397	4,102

2	,747 ^b	,558	,541	3,578
3	,839 ^c	,704	,687	2,956
4	,859 ^d	,739	,718	2,804
5	,879 ^e	,772	,749	2,645

^a Predictors: (constant), commitment

^b Predictors: (constant), commitment, locus of control - Self

^c Predictors: (constant), commitment, locus of control - Self, values of self-actualization

^d Predictors: (constant), commitment, locus of control - Self, values of self-actualization, rationalization

^e Predictors: (constant), commitment, locus of control - Self, values of self-actualization, rationalization, hypercompensation

f dependent variable: self-realization

Using regression analysis, we found that the fifth model predicts most accurately self-realization of the students with high self-actualization; this model included the following predictors: commitment (automated coping), locus of control - Self, values of self-actualization, rationalization, hypercompensation (psychological defence mechanisms), which explains 77% of the variance.

Table 5.

Coefficients for the regression model

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	
	B	Std. error	beta			
5	(constant)	75,192	6,235		12,060	,000
	commitment	,638	,283	,236	2,251	,029
	locus of control - Self	-1,285	,170	-,647	-7,564	,000
	values of self-actualization	,235	,038	,472	6,195	,000
	rationalization	-,150	,039	-,396	-3,833	,000
	hypercompensation	-,085	,031	-,277	-2,704	,009

dependent variable: self-realization

By comparing Beta indicators, we conclude that "*locus of control - Self*" (belief in the strength of one's own self as a value) has the greatest influence on predicted self-realization of the disabled students with high self-actualization.

Majeure conclusions.

1. We have determined that the confidence in the power of one's own self, the idea on oneself as a strong personality who can build life meaningfully, in accordance with one's own goals; the ability to prefer the values of self-actualized personality and the desire for a harmonious life and effective interaction with others is greatly important for self-realization of students with *high self-actualization*.

2. We have determined that the following predictors: commitment, locus of control - Self, values of self-actualization, rationalization, hypercompensation

predict the most accurately the value of self-realization at students with *high self-actualization*. The used rationalization and hypercompensation (the adaptive mechanisms of psychological protection) indicate the studied students' attitude to their disability as a challenge. An individual rationalizes (with logical sets, convincing evidences) subjective experiences caused by functional, sensory limitations; and prevents the expression of ineffective experiences, thoughts and feelings by, often, exaggerated development of opposite capabilities, qualities, abilities (hypercompensation). However, in our opinion, ineffective used hypercompensation as psychological protection can lead to psychological and physical exhaustion, especially if psychological hardiness is developed insufficiently.

3. The factor structure of the students with *low self-actualization* is characterized by the dominance of the indicators of psychological hardiness and meaningful life orientations. Unconstructive basic beliefs; perception of one's own past as negative; "immature" mechanisms of psychological protection for self-attitude and protective coping strategies at difficult situations influence negatively on these students' self-realization. However, in our opinion, the used psychological protection mechanisms and unconstructive coping strategies are not always indicators of maladaptation. Rather, it is a strategy of "deficiency bypassing" on a personality level.

4. The determined predictors of self-realization for the disabled students with *low self-actualization* indicate that the need for cognition, seeing of the benevolence of the world, which is safe for self-realization; orientation on the future and goal achievement determine students' self-realization. These predictors can be considered as psychological resources for self-realization of students with low self-actualization.

We see **prospects for further research** in the development of a program for comprehensive psychological assistance to personal self-realization of disabled students in an integrated educational environment, and the testing of its effectiveness.

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