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CISES s.r.l. & PSIOP
Free International University of Moldova**

PSYCHOLOGY OF POLITICAL AND ECONOMIC SELF-CONSTITUTION

Proceedings of the IV international scientific and practical seminar

May 20th, 2016

**Edited by
Irina Bondarevskaya, Eugen Iordănescu**

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Proceedings of the IV international scientific and practical seminar,

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Psychological peculiarities of national policy

Social capital as a psychological resource in closed and open societies

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Introduction. Modern social transformation of Ukrainian society is often called the movement from authoritarianism to democracy, from oppression to freedom. This dualism of terms is easy to describe by concepts of openness and closeness. Not surprisingly, that in social psychological and political psychological studies terms of “open” and “closed” society appeared, they absorbed extremes of the aforementioned dichotomies.

Objective. Purpose our theoretical research is to investigate social capital as a psychological resource in closed and open society in the light of its indicators.

Results. In discourse of social psychology social capital is seen as a set of actual or / and potential psychological resources that enhance person’s well-being and is based on strong links between people and established rules of mutual acquaintance and recognition (Putnam, 1993).

On the basis of theoretical and methodological analysis, we identified five indicators of social capital as a psychological resource: the effectiveness of social interaction, intragroup cohesion, interpersonal trust within social group, social identification with the group, readiness for mutual assistance.

As a psychological resource social capital is considered as a condition of social microenvironment in which social and psychological features are concentrated, using social capital a person can achieve personal goals and contribute to achievement of group goals.

However, it is necessary to consider the fact that the purpose of a group does not always resonate with the public good.

E. Banfield (1958) focused on material interests of families and their unwillingness to act together for the common good. The researcher described this type of social orientation as “amoral familism” which refers the standards of behavior whereby person’s cooperation is limited to the members of his / her family, and communication with others is reduced to using personal, selfish goals. Dominance of such principle of co-existence entails inability of individuals to jointly address public affairs and breaks any link between abstract principles (e.g. ideologies) and behavior in everyday situations. Society thus closes within individual micro groups and loses general direction of development.

K. Popper (1992) defined “closed society” as a type of society that is characterized by static social structure, limited mobility, inability to innovate, traditionalism, authoritarian dogmatic ideology.

Thus, the concept of “closed society” is defined by “personal failure” (“common man” cannot make decisions and demonstrate subjectivity) and a rigid hierarchical organization of society (Parel, 1982). Key feature of these communities are isolation and closeness.

In these cases, we can talk about bonding social capital, which relies on limited morality (Olson, 1995). In a closed society bonding social capital as a psychological resource occurs quite peculiar, in our opinion. Even with high rates of social capital indicators its psychological resources will be used only within a single group and all communication between social groups will not benefit: it will face low intergroup interaction, low confidence, lack of identification with the goals of joint activities, and hence low willingness to help persons who are not members of a particular group. Predominance of bonding social capital hinders democratization processes, reduces level of

trust and social ties, and thus we can say that bonding social capital prevail in closed societies.

Based on studies of closed groups (Kondratiev, 2011; Radina, 2016) and three factors of significant model (Petrovsky, 1991), in our opinion, we can formulate such general features that characterize the expression of bonding social capital as a psychological resource in a closed society:

1) in a closed society on the basis of interpersonal trust within social group monostructuring which generates rigid distinction between “us” and “them” dominates, it leads to polarization and in fact gap intergroup relations;

2) intragroup cohesion promotes unconditional approval, in which parties approve each other while neglecting investment in public good, as a result, there is a close-knit informal network where groups cannot achieve solidarity on certain issues;

3) interaction is based on identification of a particular social community: social group members in a closed society show greater willingness for mutual entities which are identified as designed for members of "their" group, while "outsiders" does not occur in such interaction;

4) readiness for mutual assistance will only appear grounded on the status or persons belonging to a particular group in a closed society: a person will help a member of their social group with a high willingness, but not a member of other social community;

5) effectiveness of social interaction occurs only within a particular social group, but this conclusion cannot be made about intergroup interaction.

In contrast, K. Popper (1992) defined open society as a type of community with a dynamic social structure, high mobility, ability to innovate, criticism, individualism and democratic pluralistic ideology. In such communities scientists point to a bridging social capital (Olson, 1995; Polishchuk, 2016).

For its appearance a high level of interpersonal trust is required not only within a single group, but also among general public. Cohesion, which occurs not only within the social group, but in intergroup interactions contribute dividing the same norms and values that allow an individual to identify them not only within a particular group but in the whole society in general. These factors contribute to formation of a stable society; it leads to readiness for mutual assistance among all community members regardless of social group to which a person belongs. In this case, we can talk about effective interpersonal interactions not only within one social group, but also within the whole society.

Predominance of bridging social capital in a society allows providing efficiency growth of organizations, group's openness to new ideas, their cohesion and competitiveness.

To achieve formation of social capital as a psychological resource in society, in our opinion, it is advisable to create social groups in which each person can express individuality, increase efficiency, helping to improve activity of each person in particular and the entire group as a whole. A more detailed analysis of these groups we consider to be the prospects of our study.

Conclusions. Modern psychological, social-psychological and political-psychological studies of transition from authoritarianism to democracy can be characterized as a transition from a closed to an open society.

Closed society is characterized by static social structure, limited mobility, traditionalism, authoritarian dogmatic ideology. Open society, on the contrary is a type of society with dynamic social structure, high mobility, criticism, individualism and democratic pluralistic ideology.

Social capital is seen as a combination of current or /and potential psychological resources that enhance well-being of a person and is based on strong links between people and established rules of mutual acquaintance and recognition. We identify five indicators of social capital as a psychological

resource: effectiveness of social interaction, intragroup cohesion, interpersonal trust within a social group, social identification with a group, readiness for mutual assistance.

Theoretical analysis enables to conclude that a closed society will manifest bonding social capital, for which high-level indicators of social capital as a psychological resource are typical only within a single group. For an open society manifestation of bridging social capital as psychological resource will be characteristic, this occurs not only within a particular social group, but in intergroup interaction as well. A more detailed analysis of bridging social capital formation as a psychological resource in a society we consider to be a prospect of our study.

Four inherent features of productive potential of individualism and collectivism

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Introduction. Productive potential of individualism and collectivism is considered as active agent's ability to produce necessary or desirable things, to achieve his / her goals and perform everyday tasks by using either dispositional advantages of the individualistic lifestyle or communication advantages of the collectivistic one.

In general, the problem of individualism and collectivism is at a periphery of the citizens' value orientations. This is particularly significant because of stereotyping of both categories, especially collectivism.

Interviewing 40 Odesa residents showed that their assessments of individualism and collectivism were divided into three scales: conformism –

non-conformism, altruism – egoism, and pragmatism – helplessness. The first two scales are fairly obvious and traditional in evaluation of individualism and collectivism, but the question of their pragmatic meaning seems psychologically complex and socially topical.

In the respondents' perception, individualism and collectivism were attributed with the features of pragmatism. Firstly, pragmatism was to provide opportunities for personal development, which, on the one hand, were given by a collective, and on the other hand, it could be realized only through the individual's efforts. Secondly, pragmatism characterized productivity of joint work, the collective could provide better performance, and at the same time, the respondents noted greater efficiency of individual production.

In this context it is appropriate to draw attention to the category of self-efficacy developed by A. Bandura (1995). He regarded that self-efficacy referred to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. Such beliefs contributed significantly to human motivation and attainments. They also influenced how people thought, felt, motivated themselves, and acted. In the same time many of life challenges centered on common problems that required people working together. Strength of families, communities, social institutions, and even nations lied partly in people's sense of collective efficacy that could solve the problems they faced and improve their lives through unified effort. People's beliefs in their collective efficacy influenced the type of social future they sought to achieve and how much effort they put into it. The stronger they believed in their capabilities to affect social change the more actively they got engaged in collective efforts. Rapid changes could be achieved only through the united effort of people who had skills, sense of collective efficacy, and incentives to shape the direction of their future environment.

P. Ch. Earley (1993, 1994) had investigated self-efficacy in an organizational environment. In his opinion, extent of people's cultural beliefs

of individualism or collectivism had been used to predict effectiveness of many management practices. A key aspect of those characteristics was the relations of individualists and collectivists to members of their in-group and out-groups. In his experiment, the performance of individualists who thought they were working in the in-group or the out-group was lower than the performance of individualists working alone, whereas collectivists' performance was lower in the individual or out-group context than in the in-group one. In his other research, it was shown that for individualists, self-focused training would have a stronger impact on self-efficacy and performance than would group-focused training and for collectivists, the opposite dependence was fixed.

Having studied organizational behavior J. A. Goncalo (2006) refuted suggestion that organizations should adopt collectivistic values because they promote cooperation and productivity, while individualistic values should be avoided because they incite destructive conflict and opportunism. He highlighted one possible benefit of individualistic values that had not previously been considered. The thing was that individualistic groups instructed to be creative were more creative than collectivistic ones given the same instructions. These results suggested that individualistic values might be beneficial when creativity was a salient goal.

Another aspect of the study of individualism and collectivism productivity applies to people's social capital. D. Petersen (2007) made two related, but disparate, notions of social capital. One notion related to social capital as a structural resource and examined it as a result of a person's membership in a particular social structure and context. The other notion referred to the nature of one's involvement in relationships and interactions among individuals, regardless of context. Both conceptualizations shared a focus on the productive potential of social capital.

It is also important to keep in mind H. Brunkhorst's (2005) condition on the productive potential of individualism which can only be recovered and permanently institutionalized by means of democracy and without massive repression.

Objectives. The objective of the study is to clarify the content of psychological properties of a person as a subject of activity that underlie formation and operation of his / her productive potential, based on inherent advantages of individualism or collectivism.

Method and procedure. In 2015, 123 residents of Kyiv were polled. There were 52 % of women among them. The persons aged 18 – 29 constituted 36.6 %, from 30 to 49 – 31.7 %, and 50 years and older were the same. A general purpose of this research was to study collective ideas on psychological meaning of individualism and collectivism. The findings were analyzed in such particular perspective: how individualism and collectivism were psychologically associated with features of acquisition and display of person's and community's productive potential. To this end, it was identified 14 of 155 items of the questionnaire (initially presented as the statements) characterizing the features we were interested in.

The respondents were also asked about two items which reflected the assessments of their collectivism (“I always put the interests of the collective and society above my own ones”) or individualism (“It happens that I value my own interests and independent existence above the collective cohabitation”). Based on these estimates, two groups of the respondents were detached from the total sample: 27 “collectivists” (those who praised the statement about collectivism and gave a low score to individualism) and 51 “individualists” (those who gave the opposite estimates). In both cases the differences between these groups reached at least the 0.01 level of significance).

Results. The “individualists” rated higher their agreement with the following statements: “I condemn the people who cannot take care of themselves”, “In difficult circumstances I mostly count on myself”, “I like to be cared about”, and “I can be characterized as an energetic person”. Concerning the “collectivists” such statements were agreed more often: “For myself, I usually do not have enough time and effort”, “In the difficult circumstances I count mostly on my family”, “I give an opportunity to others to decide”, and “In difficult circumstances I count mostly on a state”.

Then factor analysis was conducted within 14 signs. According to its results, five factors with an aggregate 56.5 % variance were distinguished. The first bipolar factor was called “Personal effectiveness – Paternalism”. In its content the greatest burden fell on the statements “In difficult circumstances I count mostly on a state” and “In difficult circumstances I count mostly on myself”. Their estimates were logically turned on opposite poles.

The following four factors were unipolar. The second one “External helplessness” was mostly notable with the phrase “For myself, I usually do not have enough time and effort”. The content of the third factor named “Internal energy” was dominated by the statement “I can be characterized as an energetic person”. The fourth factor “Acceptance of care” was reflected with the phrase “I like to be cared about”. The fifth factor “Leadership readiness” was distinguished by the statement “When I am in a group of people who come to work I find myself at their head”.

Then the differences between the “individualists” and the “collectivists” were compared to total factor structure of the estimates. Attention was paid to current estimates trends in both groups and their place in this structure. This approach made it possible to reveal psychological characteristics of productive potential of individualism and collectivism.

In such a way it was found that at the heart of productive potential of individualism are such features as internal energy and rational egoism. The

basis of collectivism is constituted with cooperative readiness and communicative sensitivity. Internal energy appears as a combination of responsibility for one's achievements and sufficient or high vitality, providing an active person's position. Rational egoism is interpreted as a person's ability of taking care of him / herself while taking into consideration needs of others. Cooperative readiness is a person's tendency to go into productive contact with other people, to build productive relationships, and to allocate and coordinate appropriate functions. Communicative sensitivity ensures successful accession to the space of common activities through the focus on mutual likes and dislikes, acceptance and contempt, approval and condemnation.

Conclusions. Individualism and collectivism does not have only ideological, moral, or communicative content. Their important feature is the ability to induce a person to productive activity or to prevent it, and they are embodied with their productive potential. In the case of individualism its psychological basis is recorded in such terms as internal energy and rational egoism. Cooperative readiness and communicative sensitivity underlie productive potential of collectivism.

Citizenship activity and citizenship education

Active citizenship of Ukrainian teenagers

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Introduction. Adaptation of the questionnaire "Active citizenship of young people" by Polish psychologists Anna Zalewska, Beata Krzywosz-Rynkiewicz was conducted on a sample of 206 people (11 – 14 – 17 year-old).

Method and procedure. At the first stage (October 2015), we proposed to fill in the questionnaire in English teenagers who studied in English groups (n=61: 11 – 14 – 17). A month later, the same questionnaire, translated in Ukrainian was proposed to the same group. After that, questions 1 and 6 have been adapted for Ukrainian students understanding.

The second stage (November, 2015 – February, 2016) included a survey of primary school students of Krivyi Rih (November 1, 2015 – 641,670 permanent residents) and the urban-type village Sofievka (2001 population – 8,243 permanent residents). It should be mentioned, there were political rallies. At the third stage (January – March, 2016) for inner validation we applied a questionnaire of values by S. Schwartz.

Objective: adaptation of the questionnaire "Active citizenship of young people" in Ukraine.

Results. The results of adaptation were conducted on the sample of students (n = 206) and checked by Alpha-Cronbach's which is equal to 0.718. The standardized values of Ukrainian translation were higher, than those of English translation, which indicates high cross-sectional reliability of the questionnaire.

The degree of correlation between scales of the activity: 1) active and semi-active – weak connection ($r = 0.034$; $p < 0.001$); 2) active and passive forms ($r = 0.172$; $p < 0.005$); 3) passive and semi-active form ($r = - 0.201$; $p < 0.001$). These correlations suggest the relative independence of the scales from each other. Correlation for the first scale was 0.774; for the second – 0.803; for the third – 0.711. Which indicates relative stability of results.

Among women there are significant indicators of correlation between semi-active and active forms of citizenship (0.681). In men, there is a negative correlation between passive and semi-active forms of citizenship (0.563).

Women have significantly higher rates for semi-active form of civic engagement, men – on passive ($p < 0.001$).

Forms of active citizenship	Years old	I phase				II phase	
		English translation		Ukrainian translation		Ukrainian translation	
		N	Alpha-Cronbach's	N	Alpha-Cronbach's	N	Alpha-Cronbach's
Passive form	11	12	0.727	12	0.724	76	0.692
	14	31	0.734	31	0.751	80	0.765
	17	18	0.716	18	0.693	50	0.693
Semi-active form	11	12	0,694	12	0.71	76	0.725
	14	31	0.711	31	0.696	80	0.746
	17	18	0.688	18	0.701	50	0.729
Active form	11	12	0.681	12	0.681	76	0.673
	14	31	0.536	31	0.709	80	0.766
	17	18	0.631	18	0.684	50	0.674
Total		61	0.6798	61	0.705	206	0.71811

To obtain the results of retest reliability in time, we asked subjects ($n = 206$) to fill in the questionnaire in the third stage of the study together with Schwartz Value Inventory. The communication scales of the questionnaire with the scales of the Schwartz Value Inventory (rank correlation coefficient) gave the following results: 1) scale of patriotism positively correlates with scale of normative ideals of "conformism" (0.543); 2) social activity is positively correlated with core values of "kindness" (0.438), "traditions" (0.488). Significant correlations of medium strength were found: negative correlation between hedonism and honest work (- 0.327), authority and personal activities (0.381).

During the survey students were asked to give feedback about the relevance of this questionnaire. After the interview was processed, we got the following preliminary results:

1) Students of Sofievka were interested in the results of the survey and connection with political activity;

2) Students of schools advised to reduce the number of words in a sentence, since it is difficult to answer the questionnaire;

3) Students (14, 17-year-old from Krivyi Rih) considered the questionnaire part of political agitation.

Conclusions. Evaluation of psychometric properties of Ukrainian version of the questionnaire was conducted, its scales checked for internal consistency and reproducibility. With the help of correlation analysis construct validity was proved, that received almost a complete reproduction of the factor structure of the original.

Citizenship identity model

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Introduction. Citizenship identity concept is becoming more and more important in the context of current political processes which result in formation of multicultural societies with necessity to adopt some general social identity. The European Union for example is constantly spreading its borders by accepting new member states as well as facing intense immigration. Acceptance of new cultures requires development of mutually accepted identity like a “citizen of the European Union”. Obviously, processes which require different cultures co-existence on the territory of one political entity happen not only in the European Union but in different parts of the world with inherent political, economic, cultural peculiarities for the region.

Citizenship identity can be considered as a type of social identity co-existing in the system of social identities with other social identities like gender identity, professional identity, regional identity, ethnic identity and so on.

Objectives. The objective of this study is to offer a model of citizenship identity as a type of social identity to be further checked and probably revised in empirical studies conducted in different countries.

Results. According to H. Tajfel (1978), H. Tajfel and J.C. Turner (1979) social identity is a “part of self-concept which derives from his / her knowledge of his / her membership of social group (or groups), together with the value and emotional significance attached to that membership”. Each social identity is formed as a result of group (ingroup) membership and opposition to other, outgroup. Processes of social comparison lie in the basis of social identity formation. People evaluate believes and abilities comparing themselves with others in the process of social interaction.

Ingroup is compared to similar or different outgroup, parameters of comparison are social categorizations which are stereotypical constructs as they determine borders of group membership (Festinger, 1954). People also need to define value of their group in comparison to another group by intergroup comparison. Motivation for such comparison lies in the need for positive social identity: the one which shows positive distinctive features of a person and ingroup according to significant characteristics.

R. Jenkins (1996) and K. Korostelina (2003) share the point of view that both social and personal identities are intrinsically social though social identity is usually considered in terms of group similarity and is connected to group membership, meanwhile personal identity is determined as a set of individual characteristics and underlines personal distinctions from other people. Personal behavior is formed as a result of interaction between personal and social identities.

K.V. Korostelina (2003) determines social identity as a system reflecting the following types of identity: basic, local, and situational. Basic identities are relatively stable and dominant, some of them exist during the whole life. Local identities are variant, changes happen quite often in them. Situational identities are connected to concrete situations and depend on them.

According to K.V. Korostelina (2003) social identity should fulfill the following functions: self-esteem, social status, personal security, guarantee of social defense, possibility of personal growth. If due to social changes social identity stops fulfilling its functions such identity gradually loses its meaning and disappears. Even weak influence can break equilibrium in such an open system as identity. Formation of new outgroups, change of group status lead to restructure of system of identities, formation of new identities, contradiction between them, what cause changes in social behavior of a person. If new identity fulfills necessary functions it quickly replaces the elder one (Korostelina, 2003).

G. Duveen and B. Lloyd (1986) underline meaning of culture in analyzing social identities. They offer to consider social identities as internalization of social representations of groups to which individuals belong.

P. du Gay (1996; 1997) looks at identity problems through the prism of culture. He points out that identities are constructed, consumed and regulated inside culture creating meanings through symbolic systems of identity positions representation.

M. A. Hogg and D. Abrams (1988) describe the role of power relations and status between groups in identity formation. Domineering group possesses power to impose system of values and ideology. J. Rutherford (1990) also draws attention to relations of domineering and subordination in identity formation. He also shows that identity determines connection between our past and present social, cultural and economic relations as well as overlapping everyday life and political relations of domineering and subordination.

Following S. Skevington (1989) we would like to emphasize place of emotions in social identity theory. In Tajfel's (1978) definition of social identity "emotional significance attached to membership" in a group is mentioned. The intensity and valence of emotional attachment to the group together with cognitive self-definition of membership form the basis for intergroup behavior (Skevington, 1989).

Social constructivist approach underlines importance of context in analyzing emotions in social identity (Coulter, 1986; Averill, 1986). Due to the context requirements people are to feel certain emotions instead of others (Coulter, 1986), e. g. anger instead of sadness. Another relevant emotional feature concerning social identity is that shift in values, group membership is connected to emotional readjustment (Averill, 1986).

The proposed model of citizenship identity shown on Figure 1 consists of meaning content, citizenship activity in which it is revealed and behavior in concrete situation of interaction.

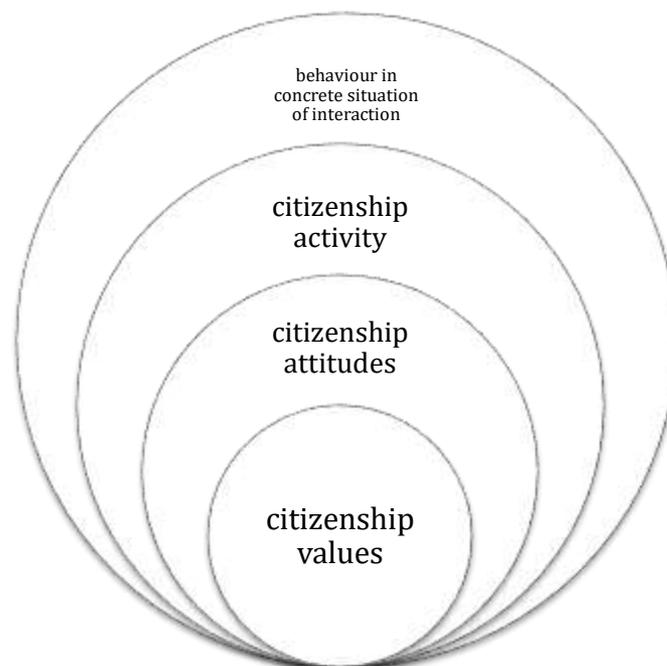


Figure 1. Citizenship identity model.

Meaning content includes system of citizenship values and citizenship attitudes, while citizenship values lie in the center (the most stable

component), citizenship attitudes (more apt to changes) lie in the layer next to the center. Third layer, citizenship activity, is even more apt to changes than the previous ones. The outer layer, behaviour in concrete situation of interaction, is the most apt for changes.

Among proposed methods for empirical research we would like to offer the following: Schwartz's Value Inventory, open-end statements, experiments. Especially interesting is to measure affective components of attitudes. Quite often cognitive components are more neutral and much less negative than affective.

A method developed in 1980s in Leningrad Scientific Research Psycho-Neurological Institute named after V. M. Behterev can reveal affective components of such attitudes. This method is called "Colour test of attitude" based on 8-colour M. Lüscher Test (Bazhyn, Etkind, 1985).

A subject is asked to range colours according to personal preference from the most pleasant to the most unpleasant. Then he/she is asked to associate a notion (outgroup member) with a definite colour. Several notions can be proposed at once and colours can be repeated.

This test reveals valence: association with the 1st, 2nd, 3rd place of colour in personal preference range means emotional acceptance, 4th, 5th – emotionally neutral attitude, 6th, 7th, and 8th – emotional rejection.

Normativity of notion is defined by comparing the chosen association colour with normative sequence of colours which is the following: "34251607" where 1 – blue, 2 – green, 3 – red, 4 – yellow, 5 – violate, 6 – brown, 7 – black, 0 – grey. As in case with valence, the 1st, 2nd, 3rd place of colour in normative sequence means acceptance of the notion as a social stimulus, 4th, 5th – neutral attitude, 6th, 7th, and 8th – rejection as a social stimulus.

Program of behavior is determined referring associated colour to the personal preference range: the 1st, 2nd position are connected to future behavior

program, 3rd, 4th – present, 5th, 6th – potential, 7th, 8th – rejected behavior program.

It could be especially interesting to compare results in multiethnic societies with different levels of economic prosperity, different levels of interethnic tension, and peculiarities of political trust.

Conclusions. Citizenship identity model does not include so far such an important component as political trust. S. Poznyak (2013) defines political trust as feeling trust towards state, government and other institutes by citizens. As political trust is essential factor defining some forms of citizenship activity in our further theoretical and empirical studies we will determine interrelation between political trust and components of the citizenship identity model.

Psychological citizenship: civil position of a person

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Introduction. The study of relationship of citizens with each other and citizens with power (government, political and legal institutes, etc), questions of psychological citizenship is of growing interest of researchers in social and political psychology. Most researchers in psychology anyway are trying to understand citizenship from the perspective of citizen; researchers conceptualize citizenship as an active and reflective process occurring between members of community; researchers also highlight irreducibly social and collective nature of experience and practice of citizenship in everyday life.

It is evident that the basic meaning for psychological examination of the problem of citizenship is the concept of "civism" and its manifestation in the civil position of the individual. However, there are significant terminological differences regarding the concepts of "civism" and "civil position" in positions

of various authors. This circumstance determined the theme and content of our research work.

Objectives. We found that there are different values of the concept of "civic position" in Ukrainian (Russian) and in English scientific literature. In this context, the aim of these theses – to fix the differences in interpretation of the concept of "civic position" by Ukrainian and English authors and offer its own version of classification of civic position.

Results. As rightly pointed by A.M. Lukashevich, even the concept of "civism" has not a single well-established point of view. For example, H. Lomakina said that “in understanding of the concept of civism Russian and Western scientists have different points of view. So, Western scientists interpreted the concept of civism as "enlightened patriotism", that is the priority given to the knowledge of legal, political, moral standards and their application ... In turn, Yu. Nikiforov and A. Skalina in "On the concept of civism" put emphasis on the spiritual and moral principles that can unite people. They believe that one of the main manifestations of civism is internal human willingness to serve higher purposes and be a source of driving force of the moral perfection of society” (Lukashevych, 2014).

In general, the concept of «civism» («civic consciousness», «civicism») comprises two different aspects. On the one hand civism – is how a person understands rights and freedoms and is able to use them in practice; is capable to carry on a positive dialogue with the power, other citizens; treats activity with a certain assessment, coordinating his / her own interests and requirements and ones of societies, states, countries. Thus, civism – is the awareness of a person's rights and obligations in relation to another. On the other hand, civism is a sense of belonging, identification with a particular community, which manifests itself in civic position of person.

We also found that in literature there is currently no unambiguous definition of the concept of "civil position": various authors have noted one or

another aspect of this problem and investigating it. The fact that English psychological literature contains various terms that describe civil position: «active citizenship», «civil position», «civic stance», «civic stand» etc. can be added.

We define civil position as essential manifestation of people's relationship to social reality, which involves taking (or not taking) specific obligations to designing his / her own future and future of society (community) as a whole. “This concept includes political, legal, moral rights and duties of citizens in relation to their state (government) and implies conscious, responsible attitude of people to society. Expression of civil position is its relationship to society, activities, people, himself” (Gulyaeva, 2007).

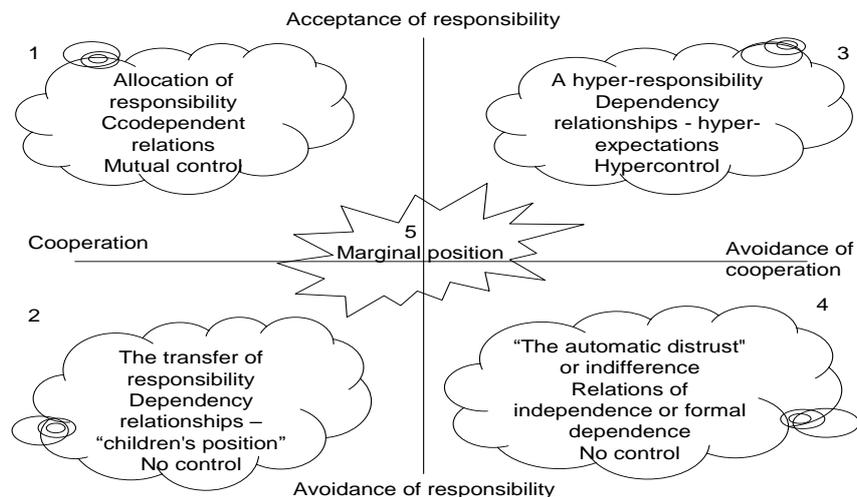
In general, all of the authors, one way or another, emphasize the importance of the individual's activity in the manifestation of his / her civil position. We agree with the idea that the leading role in the manifestation of civil position of the person is occupied by the mechanism of self-constitution on one issue or another. Without self-constitution we do not have the civil position. Moreover, as shown by our preliminary research, a person can express his / her civil position in some situations and not in the others. For example, one and the same person can take part in a protest in defense of nature and refuse to participate in political protests; come out in support of migrants and remain outwardly passive in political discourses, etc.

Civil position is shown and is formed in specific cases, it is determined by obligations which a person is ready to take over or share with others. That means that civil position is determined by the boundaries of acceptance or non-acceptance of responsibility. But in both cases acceptance as well as non-acceptance of responsibility may indicate civil position of a person. Perhaps we should talk about specific forms of civil position – from active civil position (and, accordingly, when a person is prepared to carry out civic duty) up to a maximum disengagement from the process of social and political life.

Therefore, we consider it is to be appropriate to propose a typology of possible forms of civil positions of a person. Acceptance or non-acceptance of responsibility and orientation to cooperation – are two factors which form the basis of this typology. Accordingly, we believe that theoretically at least five varieties of civil positions concerning political and legal reality can exist.

In this model, we tried to show the manifestation of a civil position of a person through the following parameters: 1) expression of his / her responsibility, 2) essential manifestation of the relationship between the subject and the state, and 3) control.

In numerous scientific and practical studies we can read about the need for active civil positions for a person (upper left quadrant). However, formalistic attitude to the processes of social and political life is a form of expression of civil positions of personality as well (bottom right quadrant). This position may indicate reluctance of a person to take on responsibility, "refusal" from self-constitution or conversely that the problematic situation has no value for a person.



In general, we offer the following formal titles for the detected types: 1) “volunteer”, 2) “fanatic” or mindlessly loyalist, 3) “revolutionist”, 4)“nihilist”, 5) “marginal”.

Conclusions. Thus, we showed conclude that there are different definitions of the concept of "civil position" not only in Ukrainian scientific psychological literature, but also in various translations of the term into English. Most of the people in a given problem situation, probably will gravitate to marginal positions (fifth style), which is associated with features of self-constitution as a key element of the entire process of manifestation of civil positions of personality.

Gustology as the basis for social activity of personality

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Introduction. Being part of society a person (as well as a group of people or institutions) obligatorily becomes part of activities and relationships that appear in the society. In other words he / she becomes a participant of social activity's process. According to contemporary social study, in scientific literature today we can meet two variants of this term: social activity and civil activity. The first one is traditionally seen as a form of person's acts that have in purpose to show his \ her attitude in any sphere of social life (starting from a demonstration to show attitude to a particular social event and up to opening a private enterprise as a form of social activity in the field of economics). The other one has more narrow sense and is treated as person's practical acts that have in purpose to show his \ her attitude in the sphere of polity or civil crevice. But psychologically and due to other circumstances not all people are ready to have their social or civil activity public. Also there is a big gap between social \ civil activity of personality and manifestation of hooliganism or vandalism.

Objectives. The aim of the article is to show the role of Gustosology in social activity of personality. To realize the aim several practical problems to be solved were formulated:

- To consider Gustosology to be the method for social activity's taste formation;
- To represent Gustosology as the most effective way for prevention of illegal actions.

Results. Today most sociologists are prone to associate our behavior with heredity and trend to see public social activity as extraversion. According to them only 23 % of the world population was born with this trait. About 40 % of world population recognize themselves as socially active people ready for public displays of their points of view. Also about 74 % of people all over the world are quite active in virtual space that give scientist an opportunity to study a new phenomena – hidden social and civil activity that covers more than one third of the population.

According to public administration science, social activity of people is considered to be the most powerful and short way to economic reforms, state changes and development of a society as well. Statistics show us that one third of those who are ready to be overtly socially active were taught to display their social position. In other words, they have their taste for public life and practical social activity formed.

Chinese philosophers and highly ranked state servants of Sun Dynasty (581 – 618) Chen Hao and Shao Yun made a theory that any trait is a special kind of energy that is given (or not) to a person from the birth time. Being socially active is also a kind of energy. According to Sun Dynasty philosophers, 20 % of population have it in a great amount (they are to become political and state leaders, great warlord, spiritual guru etc.); about 20 % of people were born without this kind of energy as it is (they become monks, scribe, scientists of theoretical fields) and all the rest have this energy in this

or that amount. The amount of particular kind of energy can be increased by special spiritual activities and education that is called to turn theoretical issues to be personal beliefs. Personal beliefs are narrowly connected to its tastes and likes. So to turn out a person to be socially and civilly active we are to make his \ her beliefs to become tastes. Nowadays the only field of education that deals with this problem in theory and practice is Gustosology.

Gustosology is science of aesthetic tastes. It is based on the principles of harmony and justice in the development of human society, perfection in art and day-by-day life, the idea of spiritual and moral education of both individual and society. The category of aesthetic taste is one of the most complex in aesthetics, as it is formulated on the basis of philosophy, psychology, pedagogy, cultural studies, taking into account specific regularities of art, objective reality and subjective perception of it, a corresponding spiritual transformation of the above-mentioned ingredients and its manifest as an organic unity of rational judgment and sensual-emotional experience. Aesthetic taste is always a composite of emotional and rational. Rational is based on a person's aesthetic views and ideals, and emotional is based on his / her aesthetic feelings. Thus, in a certain way, the harmony between social and biological nature of a person is expressed in aesthetic tastes.

But representing their tastes and ideas in social and civil spheres people are to be taught to behave themselves in order their acts and deeds do not turn to be seen as chauvinism, illegal actions, contempt to those who have different points of view etc. Recently Europe in particular and the world in general face the problem of military confrontation as the form of civil activity of different community and social groups. Due to the migrant problem Europe faces for a year already brought Europeans a lot of problems in social field. People are to solve them in a peaceful way. A great Soviet philosopher of the XXth century Dmitriy Lihkachov once mentioned that "a well-formed taste to life is

considered to be a framework inside which a person showing his \ her attitude towards society and its processes remains a personality and out of it turns up to be just a human being”.

Conclusions. As the result it should be mentioned that singling out Gustosology from aesthetics as a new self-reliant science is a logical outcome of satisfaction of the objective needs of modern living conditions and developmental trends of society. Tastes are indicators of integrity and spiritual maturity of a person, and consequently his / her harmonious development. Today Gustosology is not just theoretical and scientific phenomena, but also a practical method both for a person’s and society’s development. On one hand, it turns theoretical issues of social and civil activity become inner beliefs of a person that in future can turn him \ her to be an active participant of state, social, economical and other processes. On the other hand, acting as inner framework and common sense for a person a well-formed taste for life and social activity does not let peaceful demonstrations turn out to be pogroms and mayhems, people with high social activity do not become separatists.

Leadership for meaningfulness: the role of architecture for citizenship, diversity and social justice in education

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Introduction. School as an institution is an integral part of social reality and is composed of many elements that interact with each other creating an

environment which is characterized by complexity. Its fundamental aim is, through education, learning and socialization, to transfer cognitive and cultural knowledge and skills among young people so that they will be able to cope with the roles they adopt as adults. Thus, effective school leadership appears to be a critical factor for organizational sustainability and growth (Bourantas, 2005, Vacola & Nikolaou, 2013). Interestingly, the theme of educational leadership invites a wide-ranging spectrum of theoretical perspectives, methods, and applications, both classic and contemporary, which investigate leadership's processes and outcomes. Educational leaders are called to face various challenges as well as constant changes of organizational environment, to create a vision, to set new goals and, to inspire, motivate and encourage other members of school community to achieve them.

Furthermore, many scholars underline that, leadership choices are vital to school effectiveness (Marzano, Waters, and McNulty, 2005) and, more precisely, leadership has a direct effect on school organization, school ethos, teacher efficacy, staff morale and satisfaction, staff retention, teachers' commitment, teachers' extra effort, students' achievements (Ashton & Webb, 1986; Geijsel, Slegers, Leithwood, & Jantzi, 2003).

Interestingly, the coding of leadership behavior has been the subject of many researches who reveal the necessity of constructing new models and more sophisticated conceptual frameworks for leadership reflecting current needs and demands (Quinn, 1996, Walker, 2010). Respectively, various categorizations and typologies have been developed regarding school leadership, such as the democratic-authoritarian-enabling model, the transactional model (Hoy & Miskel, 2008), the transformational model (Geyer & Steyer, 1998), the authentic model (Luthans & Avolio 2003), etc., emphasizing that, although instructional and pedagogical knowledge are necessary for an effective school leader, technical skills are not sufficient.

Given the fact that school's fundamental aim is to enable students to gain knowledge and skills for socio-professional development and completion, we can assume that school leaders must also have skills so as to lead socially just schools. In this point, social justice scholarship in educational leadership emphasizes moral values, justice, respect, care, and equity (Cambron-McCabe, 2005) and underlines the necessity of "fundamental rethinking of content, delivery, and assessment (Brown, 2004, p.88) so that students gain knowledge, engage in critical reflection that raise their consciousness (Young & Laible, 2000, p.392). It is true that, school should shape attitudes in a society that is constantly evolving through civic education (Karakatsani, 2004) and, should play a formative role in linking new multicultural citizenship education, balancing unity with diversity (Banks, 2001), and contributing to defense of universal values of human rights and fundamental freedoms.

In this point, we foster the idea that school leaders should foster meaningfulness which refers to the purpose, the values and, in general, the socio-affective and cognitive aspects of an organization's functioning as reflected on leadership dynamics, on positive outlooks on realizing human potential at work, on communication processes, and, on organization's dialectic relationship with the environment.

Objectives. School leaders need to embody social justice consciousness within their belief systems or values and need to know about evidence-based practices that can create an equitable school (Capper, Sebastian, 2006). Towards this direction, activities enhancing students' life skills and curricula regarding civic and citizenship education seem to help students develop socio-affective and cognitive aspects of their personality so as to face successfully challenges such as bullying, discriminations while, it gives them voice to participate actively and contribute positively in their school, community and society.

The main objective of this article is to offer a discussion framework and arguments about how educational leaders can administer dynamic and sustainable educational institutions under the new circumstances of modern societies emphasizing on managing organizational meaningfulness (at micro and macro-level), giving all actors involved the tools and skills to think universally and critically and, thus, structuring the individuality of the modern citizen. Our ultimate goal is to promote a new type of school leader who will not only have an active role in the daily operation and management of the school unit but will have a transformative role in shaping organizational meaningfulness and ethics, school's reputation and character with a view to contribute to social prosperity.

Results. It is important to note that, nowadays, organizations have to play a larger and more positive role in society by putting emphasis both on socio-emotional development of its members and significance of their mission. In such a context, within school, organizational processes and choices putting emphasis on civic education, educational leadership for social justice, soft skills, life skills as well as organizational citizenship behavior and prosocial voice and silence are expected to play a fundamental role, promoting equality and social cohesion, strengthening active citizenship, and equipping young persons, adults and sensitive social groups with competences and tools to cope with everyday complexity.

This is fertile ground for researchers, given that societal growth is connected with leaders' and citizens' empowerment, learning and commitment as well as training choices. It is our proposition that, educational leaders' emphasis on organizational meaningfulness, would act proactively for the common good of all actors involved and, would be an investment for organizational growth and, thus, societal prosperity.

Based on the recent literature and trends, we tried to define the framework for an effective educational leadership and organizational growth

putting the emphasis on practices, mechanics, strategic behaviour, leadership, ethics, and curricula that reflect modern school's values, mission and purpose. It is our proposition that, organizational meaningfulness, would act proactively for the common good of all actors involved and, would be an investment for organizational growth and, thus, societal prosperity. It is obvious that, when individuals are treated with dignity, respect and value for their contributions, and not simply as occupants of roles, they are likely to obtain a sense of meaningfulness from their interactions (Locke & Taylor, 1990).

Conclusion. Through this brief analysis of school's reality, we tried to highlight importance of organizational meaningfulness while we related this term with leadership choices, organizational processes and curricula. We propose to defend the idea of leadership orientating towards the emerging social needs which would reflect ethical and moral values that are critical for school's sustainability and evolution.

We assume that this leadership model whose core values are commitment to learning, commitment to school community and empowerment could promote social, emotional and professional development of all actors involved (school principal, teachers, and students) by helping them become independent, autonomous, mature, critical thinkers and, thus, active citizens.

Therefore, we firmly believe that within educational organizations, by investing and creating the conditions for prosocial voice and silence, citizenship behavior, civic education, management for social justice, on the one hand, educational leaders and teachers will be in a better position to tackle their multifaceted problems and respond to their role, on the other hand, students will develop to their fullest potential and be able to become responsible professionals and also citizens.

Citizenship activity: action motivation and interaction

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Introduction. Citizenship activity of modern youth is implemented in certain actions and includes relevant social and psychological roles to be played. However, young people have poor repertoire of active social models and do not always know how to act in order to sort out important social issues or how to protect their rights and therefore they are passive. It leads to delusion that they have lack of motivation. Motivation directs activity as well as regulates its mainstream and provides for the activity stability up to its accomplishment and gradually decline after a motive is depleted (D.A. Leontiev, 2002).

Objectives: to study a structure of citizenship activity motives and its peculiar features among young people; to establish political actions which are the most motivated and roles they shall be attributed to; to make characteristics for possibilities to influence civic youth participation.

Methods and procedure. In the research the following techniques were used: author's modified questionnaire of political participation motivation (QPPM) (2010); diagnostics technique for grades of satisfaction of the main necessities; questionnaire of values; a test of life-sense orientations; questionnaire of the level of political activities; techniques "Who am I?" and author's modified questionnaire "A repertoire of life roles of an individual" (P.P. Gornostay, 2007).

The next stage was aimed at assessment of the influence of motivation tendencies on the choice of certain political actions. We used author's modified technique of semantic differential allowing us to define how

declared or other motives could be a base for certain political actions. The list of political actions was compiled based on experts' interview.

Results. We have proposed motivation of civic participation structure based on the intentions study involved political behavior, follow-up factorization and theoretical analysis. We have classified motives of political participation (O.L. Korobanova, 2013) by three main groups upon their directed motivation criteria (basic feature) aimed (focused on oneself, on somebody else, onto society), in particular: individual-pragmatic ones, inter-subject oriented and pro-social. To the first group we attributed the motives of material status (to have material benefits, to ensure a stable material well-being to oneself and the family), achievement motives (to achieve life success) and to avoid failure (to avoid poverty, power manipulation, disapproval). To the second group – motives of social status (to influence others, to acquire respect of ambient), communication (to make acquaintances, to establish contacts and find common language with different people) and solidarity (to be included in the team of similar-minded people, to support political leader, certain organization or a party). The third group of pro-social motives – is ideological (ambition to implement shared ideas), motives of citizenship self-realization (to influence political processes, to actualize oneself as a citizen), humanitarian motives (to help people, to facilitate implementation of socially important projects) and motives of positive social perspective (to contribute to the future life of the country). It should be noted that each type of motives contain identity components of a person, various motives and motivations (for instance, humanism as an aspiration to help people, empathy or aspiration to act as being generally accepted, e.g.)

Motives of pro-social group reach the highest indexes among young people, namely the motives of positive social perspective (index of intensiveness upon QPPM technique – 10,82), as well as citizenship realization (10,11) and also quite a high level of communication motives

(9,53) and motives of social status (9,19). By its demonstrated intensity the list continues to show humanism motives (9,2), ideological ones (8,89), avoidance motives (8,78), accomplishment (8,53) and solidarity (8,14). In general, the youth environment represents motives of all groups and they differ by quite a high intensity. Alongside there are also individual variations of motivational profiles which differ by prevailing of one motives over the others and by lack the others, or by their low motivational intensity.

Justification of quite a high motivational intensity on the background of low youth political activity one can count the fact that the questionnaire of political participation motivation supposedly reveals intensity of potential motivation. Certain situation can actualize motives which would create conditions to realize active social behavior and, consequently, lack of social activity does not mean absence of motivation. Thus, there are special conditions needed which would “switch on” motivation and would transfer it from a potential into an active one.

There is certain hierarchy among the motives revealing political participation of the youth wherein certain motives play leading role and are more influential and other ones are subordinate. Based on the data obtained in the motivation structure of the youth civic participation the pro-social motives upon the level of their intensity were divided by hierarchy in the following way: positive social perspective, citizenship self-realization, humanism and ideological ones (listed in opposite range order).

Significant correlation correspondence between humanism and positive social perspective motives, citizenship self-realisation and positive social perspective motives, were revealed by value of Spearman’s rank correlation coefficient as well as between motives of positive social perspective and ideological ones and also between citizenship self-realisation and ideological motives ($p \geq 0,01$). Correspondence revealed between the motives of humanism and motives of citizenship self-realization values ($p \geq 0,05$). Also

correlation correspondence were established between motives of humanism and communication, as well as between motives of positive social perspective and communication ($p \geq 0,05$). Besides, presence of correlation correspondence between motives of achievement and avoidance of failure were also determined.

The obtained data allow us to suppose that these motives of political participation could be comprised into certain poly-motivational complexes. Depending on the situation or stimulus one or another motive could be first-rank placed, being in turn connected with them and also being defined by the flow of motivational process. The structure of motivation of the youth civic participation is a homogeneous substance where all represented components are important.

Every person possesses relatively stable structure of political behavior motivation including subordination of motives and motivations. But it is difficult to trace direct connection between separate motives and corresponding real political actions, as far as the same action could have quite a different meaning and be impacted by a complex of motives different by their nature among different people. The motives interchange in a certain manner and are transformed, one shall remain ranked first-place as actual ones and others at this time shall remain second-ranked or potential ones.

Let us specify that political participation is realized mainly in communicative actions as far as all highly-motivated types of political actions and deeds imply joint actions of participants and shall be affected in a group.

Upon our data, the most motivated shall be the following actions: “to have a word at the meeting and to convince people in personal political views”, “to join a political party and to accomplish an order related to the activity of a certain political force”, “to take part in political electoral campaigns”, “to purposefully influence on the governing bodies by means of drafting of appeals”, “to join discussion when friends discuss political atmosphere in the

country”, “to participate in a meeting”, “to take part in political actions”, “to defend one’s point of view”, “to provide collection of means and things for those who suffer” (listed in motivation decline order).

On the basis of the determined actions and deeds undermining group action one can model a situation of political participation. Integrity into a group interaction implies acceptance of the group roles. Key roles which are commonly played in environment of social life young people are called as follows: “a citizen of Ukraine”, “a politician”, “a democrat”, “an active participant”, “a citizen”, “a passive citizen”, and “a patriot”. We have defined, that alongside with the roles tied up with politics personal roles related to gender and incorporation into a close society have significant importance in life of young people. In our opinion in this way the social role of a member of a civil society, which every person accepts, implies individual colour which has been much undermined by previous researchers.

For effective pursuance and using of role models in social political behavior the techniques were used to model situations of political participation and political behavior in a personal role play, which were included into the program of political participation motivation training. Comparison of personal role hierarchies of young people before and after the training has shown that their understanding of social role of a citizen was broadened and new roles, like “society member”, “an activist”, “a part of a society” and “socially adapted person” appeared.

The effectiveness of the training held was proved by the fact that the rank of the roles with political colouring has been increased. Upon the results of motivation dynamics analysis the increase of indexes of pro-social motives of citizenship self-realization was established, as well as motives of humanism, ideological motives and motives of positive social perspective after forming influence comparing with these answers before the forming impacts (upon

sign test $p \geq 0,05$), which shows the possibility to influence on specific features of youth motivation.

Conclusions. The motives of youth participation in political life of the society differ upon their content, type of destination (individual-pragmatic, inter-subjective and pro-social motives). Upon their intensity among modern youth mainly pro-social motives prevail, among which there are key role play motives of positive social perspective and citizenship self-realization.

We can conclude that there is possibility of modeling of civic participation by means of creation of situation facilitating understanding of components of role models of social behavior, planning and drafting a program of the forthcoming actions. Conduct of trainings and personal role plays develops those models of social-political behavior, which give opportunity to act effectively in real situations of social-political life.

Young Europeans' citizenship activity and its personal determinants

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Introduction. Traditionally, citizenship was understood in relation between individual and state and was domain of political science and sociology. The question arises: Why should citizenship be studied by psychology and why should we investigate citizenship engagement among children and adolescents who are unable to exercise their citizenship rights and responsibilities for formal reasons?

Firstly, not all social and economic problems (e.g. pollutions, health, social exclusion, conflict, violence, poverty, discrimination) can be effectively

solved through political regulation (Nelson & Kerr, 2006). They require active citizenship attitudes and engagement. Then we should change the paradigm and consider citizenship as a relation between individual and every day activity.

Secondly, active participation is an indicator of the quality of life – passive people who are not involved in any type of social activity have the lowest level of life satisfaction and often feel alienated (Lewicka, 2004).

Thirdly, citizenship socialization starts from early adolescence – young people, their characteristic traits and activity levels will determine the quality of human resources and social development in the future (Kennedy, 2006, Kerr, 1999, Torney-Purta, 2003, Ross, 2008).

And fourthly, many modern studies on citizenship concentrate on various social conditions and mechanisms, which influence and shape citizenship (Lewicka, 2005, Lewicka, 2008, Torney-Purta 2003, Torney-Purta, Barber, Richardson, 2004, Torney-Purta, Barber, Wilkenfeld, 2007). The role of individual resources in such behaviour has generally been omitted.

It seems, however, that the role of individual traits might be important in shaping active citizenship. They can be treated as resources facilitating new attitudes or can be barriers, hindering the gathering of necessary experiences and forming active citizenship attitudes.

There are different approaches to citizenship. The first one mentions relationships between citizenship and a type of community (Herbst, 2005). The second one is related to citizenship and a citizen's vision (Theiss-Morse, 1993). The third one is focused on citizenship and behavior. Lewicka (2004) mentions protesting, constructive and generally active citizenship. Torney-Putra single out conventional civic activity, participatory citizenship and readiness to vote (Torney-Putra, 2003).

Our approach and research is located in the third group of citizenship concepts. Six types of citizenship activities have been identified based on

Zalewska and Krzywosz-Rynkiewicz concept (inspired by Kennedy's model – 2006): (1) Passive citizenship – patriotism and national identity, (2) Semi-active citizenship – voting and an interest in public life, loyalty, respect for civil servants, observance of law and rules, (3) Political activity – joining a political party or standing for election – traditionally linked with political activism, legal and constructive forms of political activity, (4) Action for change – legal and illegal activities, including protests, control over the state and overturn the existing order, (5) Social activity – charitable activities, social movements, manifestations of participatory and (6) Personal activity – control over personal development and learning, striving to become financially independent and learning to solve one's own problems.

Objectives. In the research conducted in 11 European countries we investigated relationships between young people citizenship behaviour and basic personality traits. The objective was to obtain replies to the following research questions: (1) How do young people understand the concept of active citizenship and (2) to what extent are they ready to become involved in citizenship activities? (3) Is citizenship behavior linked to young people's personality traits, and if so – how?

Method and Procedures. 3794 students aged 11 – 14 – 18, girls (1955) and boys (1839) from cities (1735) and towns (2031), from 11 European countries where examined – Poland ($N = 361$), Czech Republic ($N = 432$), Slovakia ($N = 360$), Hungary ($N = 234$), Slovenia ($N = 276$), Estonia ($N = 360$), Latvia ($N = 360$), Lithuania ($N = 355$), Portugal ($N = 354$), Greece ($N = 360$) and Finland ($N = 342$). They filled in Citizenship Behavior Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011) and BIG Five tests (NEO FFI by Costa and McCrae, 1992 and BFI by Caprara, 1993).

Citizenship Behavior Questionnaire consists of 32 questions divided on 6 scales: Passive citizenship was eight-item factor ($\alpha = .81$) scale, semi-active citizenship factor comprised six items ($\alpha = .67$), personal active citizenship

was four-items factor ($\alpha = .63$), political active citizenship factor consisted of two-item ($\alpha = .72$), social active citizenship was seven-items factor ($\alpha = .73$) and the last one, action for change citizenship was four-items factor ($\alpha = .80$).

Results. The majority of young people asserted their readiness for passive and semi-active citizenship. They declared relatively high levels of patriotism, respect for national symbols and loyalty to their country. They also declared their readiness to vote in elections and observe the law. The surveyed subjects were keenest on pursuing personal goals. Their interest in social involvement was weak. Young people are somewhat keen on participating in social work and community projects, but they have very little interest in political issues, including school level, such as running for student council or participating in protests. The surveys conducted in various countries based on a shared methodology seem to point to the death of politics among young people and their social alienation.

Quick cluster analysis revealed four profiles of young citizens: (1) Political Activists, (2) Apolitical Activists who demonstrate high levels of patriotism, readiness to vote and loyalty, willingness to invest in personal growth and readiness to participate in social activities and protests. They differ in terms of political engagement.

Political Activists are interested in joining to political parties and standing for elections, while Apolitical Activists avoid political activity; (3) Alienated Politicians who do not have a sense of national identity, they are not interested in voting, personal growth or social activities and protests but are willing to become politically involved; (4) Alienated Individualists who are the most focused on personal development, but are least inclined to fulfill their civic duties (vote in elections and abide by the law) and participate in social and political life. Different proportions of the profiles were found in particular countries.

The results also show that personality traits clearly differentiate Activists' groups from groups of Alienated. Political Activists are characterized by higher levels of extraversion, openness and conscientiousness. Moreover Apolitical Activists are significantly more agreeable than Political Activists, what means that the last are rather more suspicious and antagonistic towards others than the first ones. Both profiles of Alienated (Politicians and Individualists) have lower personal resources than Political Activists in term of extraversion, openness, conscientiousness and agreeableness.

Conclusions. Our research suggests that the respondents' citizenship profile is influenced by personality traits. In future the significance of external factors – family, school, organizational culture in school, type of civic education, cooperation with the local community should also be investigated in an international study.

Distributed leadership and community effects on civic learning of Hong Kong secondary school students

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Introduction. In the past few decades, Hong Kong schools have faced increased pressure under waves of education reforms and correspondingly, school leadership changes (Cheng & Walker, 2008). Among the reform initiatives a key one is school based management (SBM), which aims to involve the community and stakeholders in strengthening the structure and governance of schools (Education and Manpower Bureau, 2002, 2004, 2005;

Education Commission, 1997). Indeed, SBM typically requests the establishment of a school governance body, made up by principals, teachers, students, parents, or community members, etc., people who are empowered to make decisions (Ho, 2014).

The inclusion of community members is premised on the belief that students also acquire knowledge and skills from communities outside of schools and homes. This proposition was verified in Wilkenfeld's (2009) study that maintains the influence of resources in the school neighborhood on students' civic learning. Furthermore, it is claimed that communities that characterize rich resources provide not only students but also teachers and schools with sufficient opportunities for civic engagement and partnerships (Schultz et al., 2010; Wilkenfeld, 2009).

Objectives. Conceptualized in this leadership for civic learning framework, the current study aims to explore the potential of distributed leadership in schools, particularly reflected in opportunities for school and civic communities to influence students' civic learning. It takes a closer look at the multiple agents (namely, teachers, schools, parents, and community) on young people's political socialization. Effects of these agents, in the form of distributed leadership of school governance matters, when civic learning is examined. In other words, the investigation is meant to identify how students' civic learning is influenced by school leadership context and community effects, operationalized as school governance and community participation of the stakeholders. Despite the reciprocal effects in the relationship, we focus on the one-way effects from the agents.

Method and procedure. Secondary survey data collected from a sample of 84 school principals and another sample of 1446 teachers from 101 local secondary schools in Hong Kong were used in this study. The surveys were conducted in 2009 by the International Association for the Evaluation of

Educational Achievement (IEA) for the International Civics and Citizenship Education Study (ICCS).

Multi-level analysis via the software program MPlus 7.1 was used to quantify effects of school governance and community involvement on students' civic learning. Random intercept and fixed slope two-level regression models are constructed. This modelling method was recommended to meet the needs of this study (Tabachnick & Fidell, 2007). Under each construct, the few scales were firstly used as a set of predictors. For example, measuring teachers' perceptions of school governance, first both variables, Teacher Participation in School Governance and Student Influence at School were entered as the classroom-level predictors. In case of colinearity, next individual variables were used as single predictors, one at a time, still at the classroom-level, for the prediction. Considering the nested nature of the data, i.e., students in classrooms, we examined both the classroom effects on civic learning (i.e. the effects experienced by all students in a class) as well as the student level effects attributable to individual students.

Results. The study verifies the “multi-level nature” of the data. The intra-class correlations (ICCs) for all the models are around .30, indicating that approximately 30% of the total variance in students' civic knowledge scores can be attributed to classroom membership. In other words, there is a noticeably large variation in students' civic learning achievement across classrooms.

Neither teachers' Participation in School Governance ($\beta = .142$, $SE = .127$) nor Student Decisions about School ($\beta = -.145$, $SE = .125$) influenced students' civic learning. This was also true of principals ($\beta = -.082$, $SE = .136$; and $\beta = .024$, $SE = .107$, respectively), who furthermore were not optimistic about the effects of School Autonomy ($\beta = -.016$, $SE = .124$) and Parents' Participation in the School Life ($\beta = .044$, $SE = .114$). No meaningful differences are spotted when these factors are examined separately.

When it comes to the effects of community participation on civic learning, teachers' perceptions were similar to those of principals' (see Appendix C). For teachers' neither their own Participation in Activities outside School ($\beta = -.194$, $SE = .117$) nor Student Activities in Community ($\beta = -.115$, $SE = .126$) were influential. Similarly, Opportunities for Student Participation in Community Activities as perceived by Principals was not influential ($\beta = -.177$, $SE = .102$), and it was the same for Social Tension in Local Community ($\beta = -.054$, $SE = .103$). Resources in the Local Community (as perceived by principals) did significantly affect students' civic learning ($\beta = .248$, $SE = .111$).

In a nutshell, according to the perceptions from both teachers and principals, neither teachers nor parents' engagement in school governance affected students' civic learning. Students' influences on decision making regarding the school governance issues also made no difference. In the similar vein, teachers' participation in community activities had no influences on civic learning. Neither did students'. It is resource in local community that counted. While suggesting the implementation gap in practice on decentralized school governance, the findings further reveal lack of effects of both teachers' and students' participation in community activities.

Conclusions. Taken together, this study has explored the effect of distributed leadership as reflected in teachers' and principals' perceptions of various civic engagement related activities on students' civic learning. The findings revealed that there was considerable variation in students' civic learning outcomes across schools and only one significant effect of a community-related variable on civic learning, resources in local community. It suggests that, in addition to the top-down change efforts that are rendered effective through institutional structuring (Dalin, 1998), real changes at the school level and individual student level are likely to occur more naturally

through the process of citizenship education and correspondingly, the developmental pathways of students as future citizens.

The recommendation is that leadership on school governance be genuinely distributed to school-site actors (e.g., teachers and students) and community members (e.g., parents and neighborhood representatives). While using the resources from local communities, teachers' and students' communities engagement can reach a higher level and a wider scope. On the other hand, in Hong Kong there is the urgency for CCE to be put onto education agenda. Students with insufficient civic knowledge might have "an imagined outlook of society yet have no realistic picture" (Chow, 2013, p. 210). In this sense, it is of educative importance to identify factors that affect students' civic learning.

Political and economic consciousness and socialization

Formation of dynamic image of interpersonal perception object

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Introduction. Modern society is characterized by dynamics of social processes that cause some increase in number of interpersonal contacts. Perception of another individual, building their image is an integral component of interpersonal interaction. It is obvious that the adequate reflection of an object of perception, accuracy of its most essential parts determine specific experiences and attitudes, success of joint activity of the

subjects of interactions.

Objectives. Interpersonal interaction promotes a person to be perceived as an individual, as a member of a social community that has certain characteristics and abilities manifested in the ability to do and say. An individual as an object of cognition makes a person that perceives adopt a certain attitude toward him / her which can be affected in the course of the individual's activity. The subject activates evaluation patterns, stereotypes, and attitudes when interacting with the object of perception which results in a specific experience. Individuals perceive each other intermutually in the process of interpersonal interaction. The result is the formation of a perceptual image.

A number of both domestic and foreign scientists' studies confirm the fact that an adequate perception of an object is affected by certain mechanisms and factors. Thus, the purpose of this study is to identify and analyse mechanisms and factors of interpersonal perception that influence formation of a dynamic image of the object of perception.

Results. In psychological sources social perception is considered as a human's perception, assessment and understanding of social objects (individuals, groups, communities and society as a whole), following which an individual chooses an appropriate strategy to interact with others (Andreeva, 2000; Biliavskiy, 2000; Bodaliyov, 2002; Bruner, 1977).

Interpersonal perception as an independent social perception is defined as one person's understanding and assessment of another person. Its specificity, compared to perception of inanimate objects, seems to have greater bias, integration of cognitive and emotional components, more vivid evaluative colour, more direct dependence of perceptions of another person on motivational and notional activity structure of the subject of perception (Andreeva, Dontsov 1981; Bodaliyov, 1982; Biliavskiy, 2000; Danylchenko,

2004; Zhukov, 1982; Klepynyna, 2001; Kynytsina, 2001; Romanov, 1993; Ukrainskii, 1988; Khohlova, 1990).

Interpersonal perception can be considered as transition from perception to one person's understanding and evaluation of another person, from psychological contact to stable social relations (Ukrainskii, 1988).

The structure of interpersonal perception represents: a subject of perception; an object of perception; interpersonal perception process; an image formed in the result of perception (Andreeva, 2000; Bodaliyov, 1982; Shyhyrev, 1999).

Analysis of interpersonal perception enables to study a number of universal psychological phenomena (mechanisms) that contribute to the process of perception, understanding and evaluation of another person:

- one person's knowledge and understanding of another person (identification, empathy, attraction, and projection);
- self-knowledge in communication process (reflection);
- interpretation and prediction of behavior, actions and feelings of communication partner (causal attribution, stereotyping, and decentration (Aheeva, 1990; Andreeva, 2000; Havrylova, 1981; Kalashnikova, 1999; Kon, 1989; Kelly, 1984; Kriuk, 2002; Kuriachyi, 1983; Mayers, 1997; Popova, 1988; Rodgers, 1984; Rozhdestvenskaya, 1986; Fomicheva, 1998).

These mechanisms occur in interaction between an adolescent subject with his / her classmates. In particular, perception of another person is influenced by an overall (positive or negative) attitude. This is reflected in estimates of qualities or properties that the subject imparts to another person.

Interpersonal perception of personality is influenced by a few factors. They include: physical (attractiveness, physical appearance), socio-psychological (previous experience, joint activity, social status, emotional and value attitude to partners, socio-psychological climate, individual characteristics of a personality, values and motivational orientation, personal

qualities, content of “I” image, mental health, emotional response, personality’s cognitive style, existential experiences, and normative expectations) (Danylchenko, 2004; Khudiakova, 2003).

As a result of systematization of theoretical calculations and interpretation of empirical data obtained through correlation and cluster analysis, we have created a model of interpersonal perception of high school students (Dudar, 2008).

According to the presented model, the process of interpersonal interaction is structured by perception of individual’s “I” image and “Other” image. Formation of dynamic perceptual image is related to the completeness or fragmented reflection of individual psychological and social space; to ability to flexibly isolate dynamic characteristics of the object of perception. Formation of a dynamic image of the object of perception determines the following socio-psychological factors: emotional and value attitude, emotional response, personal qualities, normative expectations, status, and perception of a group.

Process of interpersonal perception is closely related to characteristics of the subject’s emotional sphere. Feelings, compassion and empathy help to understand others adequately. Ability to feel other people’s feelings as their own, to respond emotionally is an essential component of communication and a specific means of understanding others. Thus, emotional response is of great importance in creating an image of the object of perception: emotional reaction to other people’s feelings, understanding of somebody else’s state through sympathy.

Significant impact on high school students’ self-perception and perception of others belongs to their emotional and value attitude to themselves, which is the leading component of personality structure and is manifested in experience of their dignity, self-esteem or, on the contrary, self-condemnation. It is the result of understanding of their experiences, decisions

and behavior in light of significant ethical evaluations. Emotionally valuable attitude is connected with knowledge of others, specific communication and interaction with them, their attitude (sympathy, antipathy) to the subject of perception.

Each group has rules of how to conduct that govern relationships within it. Group rules allow everybody to correlate their behavior with the standards and work out on its basis the most effective means of influence. Thus, each member of the group has normative ideas about fixed behavioral patterns which provide a certain field of activity – communication or activity. Normative benefits generate normative expectations of how group members are expected to behave. In case the object of perception does not meet subject's normative expectations, he / she receives inadequate assessment of negative emotional modality.

At the stage of reflecting appearance, a person tend to draw conclusions about personal properties of the object of interpersonal perception that do not appear directly on the level of perception. Consequently, the characteristic feature of this process is inclusion of personality traits to a mental image of interaction partner. These traits reflect an individual meaning of a perceived person which the subject of perception determines by interpreting elements of appearance, behavior and activity. In this case, his / her personality traits are the model according to which he / she evaluates advantages and disadvantages of others in interpersonal interactions.

The image of the object of perception building is influenced by its social status identification that is an attribution of an interaction partner to a particular social group. The status of an individual, that is to say, its position in system of interpersonal relationships, determines its rights, privileges and obligations, significantly influencing the process of interpersonal perception.

Interpretation of human behavior is always made on the basis of their group membership. An individual's position concerning the group (opposing

or adoption its values and norms) brings about a relevant perception and evaluation of its members. Thus, in the process of interpersonal perception the image of the object is built on the basis of how the subjects perceive their own group.

Conclusions: Thus, in the process of interpersonal interaction the dynamic image of the object of perception is formed and its adequacy is affected significantly by the mechanisms and factors of social perception.

Privacy in terms of psychology of property

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Introduction. Feelings of privacy are genetically linked to a sense of ownership which is a basic formation of the emotional sphere of a person. Proprietary behaviors have deep and instinctive nature. Under the influence of education, they only acquire pro-social forms of expression, but do not disappear or diminish their intensity. Privacy originates from sense of ownership of a specific group of objects that are necessary for human self-realization (the right to structure lives at personal discretion), body and the area of residence. Ownership of these objects seems natural and essential for individuals. However, in the modern urban world a person who is the owner of these natural objects of property can be deprived of them.

Objectives. The main objective is to consider psychological nature of privacy (which is closely related to the need for ownership) and the features of total or partial deprivation of the objects, which leads to a violation of privacy and quite devastating psychological consequences.

Results. The term "privacy" is used in different meanings, but its psychological interpretation means closeness of one's life for other people, secrecy from others, as opposed to public. Privacy includes the right to stay alone in order to restore the ego-identity and ego-resources. But the most important in interpretation of privacy is understanding that individual's private life belongs to that individual and cannot be socialized. In short, it is a property.

As noted by R. Pipes, emotions of property are based on human instinct to spread one's Self over everything that at least in the slightest degree belongs to them, which they are entitled to have and about which they can say "it's mine". Belongingness of something to a person (e.g. a certain object) is subjectively experienced as a meaningful relationship with this object and possibility to control and influence it. This object bears the imprint of our Self, and its loss or damage are equal to the damage our Self (Paips, 1997). The market values of such objects do not matter, because sometimes old and nonfunctional objects are perceived by their owner as important and expensive. External attacks on the objects may result in automatic psychophysiological reactions caused by a release of stress hormones into the blood.

Studies done by M. Lutsenkov show that territory is a special property object. No wonder, the sense of ownership of the territory and the willingness to protect it, is strongly developed in animals and even insects. The instinct of territoriality in humans is best manifested in their feelings about home. Deprivation of the right to a territory at home where a person lives may lead to deformation of values and moral inversions (Hazratova, 2011).

Obviously, people's residence is a place where they realize their sense of privacy the most. Privacy includes the right to stay alone without which self-restoration and personal development are impossible. Thus, home privacy means closeness of dwelling to other people and the right to control it,

especially to arrange it. This way a kind of field is established in this territory in which Self is expressed and strengthened.

Being alone in this territory enables us to restore internal resources, to plunge into the inner world, to understand the course of current events. That's why privacy is closely related to individual sense-making. Openness usually involves standardization whereas privacy means a return to one's own uniqueness and identity ('being oneself' in public is almost impossible, as it is difficult to resist the pressures of social clichés, patterns and standards for a long time).

Deprivation of residence means infringement of privacy, which leads to personality abnormalities. That is why authoritarian political regimes have used privacy deprivation as a punishment or pressure in order to cause despair and disbelief. As noted by R. Pipes, the Nazis, seeking to undermine the dignity of their victims, deprived them of private space by crowding them in concentration camps beyond all capacity so that the prisoners could not even sleep without disturbing each other (Paips, 1997).

Under totalitarian regimes quite loyal citizens had 'to resist' privacy of homes staying in the view of public. One of such interesting phenomena is living together in dormitories and communal apartments. Forced crowding in a small area, toilet or shower lines, etc. cause tension in relations and dislikes of each other. An individual quickly becomes the object of social assessment and, sometimes, condemnation. The aggressive character of such relations is caused by lack of privacy. Residents of communal apartments are involuntarily caught up in a hidden struggle with each other. Often this struggle can be quite a gambling pastime, a sort of game that allows feeling richness of life or, in the words of Eric Berne, structuring one's time (Bern, Ighry, 1992).

As time goes by, an individual spreads the world of communal apartment values over a wider public. Life is seen as a struggle, often with a rather

primitive interpretation of the latter. An individual develops confidence that struggling with someone who is near (neighbors, colleagues) is a necessity.

Besides the territory of residence, there is another interesting object of natural property which is a human body. In modern urban realities a human body cannot remain 'untouched', thus privacy is constantly violated. Using public transport means a daily stay (sometimes long, due to traffic congestions) in a very limited, socialized, "neutral" territory, access of others to which an individual cannot control. Here is a complete violation of personal distance. Strangers get close invading the territory that is an area of intimacy. When there are too many passengers aboard, people are so pressed together that their bodies are deformed. In this condition of being squeezed on all sides and short of breath an individual can be for 2 to 4 hours 5 days a week. Physiologically (instinctively) this situation is perceived as an attack, aggression. But conscience restrains instinctive defensive reactions and interprets the situation as normal.

Saving their sanity, people 'compress' their inner space so that it becomes less than their physical bodies. There is a kind of alienation from their own bodies, forced distancing from it. It turns out that the rules applicable to this socialized territory allow encroachment on such seemingly untouched and the most natural human property – the body. This is not only violation of privacy, this is a cause for a powerful distress that people suffer very day. Although public transport is used mainly by the part of people who are relatively stress tolerant, they experience distress and personality abnormalities.

Another kind of privacy deprivation relates to violation of ownership of the body that is forced listening to various audio products under which individuals are made listen the audio recordings regardless of others wishes and tastes. Audio products, which fill the air around, are involuntarily represented in the minds of people who cannot leave the 'affected' territory. A

person again is forcibly "pulled" from the space of privacy to the space of public and has to put up with the contents broadcast via radio.

Forced stay in the socialized territory may cause uncontrolled loss of individuals' life time (particularly its wasting in traffic congestions, queues, waitings, and doing meaningless work). All this also psychologically "alienates" the life from people, giving the impression that their time does not belong to them.

It turns out that a person, who has the resource of vitality, cannot secure a territory of residence, cannot rely on the time and protect oneself against external attacks on the body. Since it is difficult to take this for granted, the situation is seen as a total ban on privacy. But this ban is nothing but the ban on identity, prohibition to occupy space in physical and social world.

All this develops quite a strong aggressive drive that gradually accumulates in the society. This aggression is social in nature and can be directed to social authority. Since in Ukrainian society the state acts as a social institution with the greatest accountability, indignation and resentment of population can be directed against the state.

Conclusions. Violation of individuals' need for ownership of their bodies, territory of residence and life time cause serious privacy deprivation in individuals. This may lead to distress, frustration and eventually personality abnormalities. Social system limits privacy mainly of poor people who are the majority in Ukraine, which, in general, undermines social stability. Thus, crucial is determination of the required and optimal levels of individual privacy necessary for population's mental health promotion as well as finding the ways of privacy realization in various social sectors.

Ideological self-identification and party identification in Serbia

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Introduction. In the political science literature, party identification is considered to be one of the main determinants of voting behaviour. In the classic Michigan model (Campbell et al., 1960), party identification is described as a sort of psychological affinity towards a political party, a stable and long-term orientation. It is assumed that party identification is acquired during the socialization process in the early years of one's life as a form of social identity. Changes in party identification are considered to be relatively rare and caused by some major personal or societal events. Although there is no one-to-one relationship between party identification and voting, the probability that a person would vote for the party with which he/she is identified is highly likely.

However, the standard model of party identification is not without its shortcomings in terms of comparative relevance. The essentially different nature of the political process in the two-party in comparison with the multi-party political system is but one example. Many argued that party identification is not simply a matter of affects, group identification and early socialization, and also not an unmoved mover as originally proposed. Some scholars argue that party identification is a consequence of cumulative party performance evaluations (Fiorina, 1981). According to this view, party identification is a changeable, rational and political orientation; it is not the standard for political evaluations, but its consequence instead. Others propose

that party identification is related to different aspects of political self-determination and ideological identification in a more general sense (Green et al., 2002). People know who they are, where they belong socially, which groups they (dis)like and which parties those groups support. In such a way, party identification is an amalgam of cognition and affects, a form of socially rooted self-identification.

Objectives. The multi-party political system was introduced in Serbia in the beginning of 1990s, after almost half a century of communist rule. Modern political life in Serbia has been marked by large changes in party support and sudden shifts in party preferences. Furthermore, the majority of Serbian citizens are “older” than the political parties, i.e. they were born before the introduction of the multi-party system. Hence, if party attachments play an important role in voting, the linkage between party identification and vote choice cannot be explained by the standard model. Thus, the aim of this article is twofold: (1) to determine the relevance of party identification for vote choice and (2) to analyse the possible ideological sources of party identification.

Method and procedure. The data used in the analysis were collected in a post-election survey conducted on the representative national sample of eligible voters in Serbia in 2012 (N=1.568). The probability-based sample with multiple stages of selection and face-to-face interviews was used. Several measures/variables were used in the analysis for present purposes.

Party identification. A standard one-item question was used as a measure of party identification: “Are you close to any political party? Which one?”. Additionally, respondents were asked how much they (dis)liked several relevant political parties on an 11-point scale (0 – strongly dislike, 10 – strongly like).

Ideological self-identification. Respondents were asked to estimate how well each of the offered ideological labels described his/her political views on

an 11-point scale (0 – not at all, 10 – completely). The following labels were offered: Socialist, Conservative, Nationalist, Traditionalist, Liberal, Patriot, Social-democrat, and Communist.

Vote choice. Respondents were asked whether they had voted in parliamentary elections that had been held earlier that year and which party they had voted for.

Results. Our analysis has yielded several important findings. The relationship between party identification and vote choice proved to be very prominent. The vast majority of those identified with one of the six most relevant political parties voted for the party they were identified with. Additionally, the most liked political party is the party one was identified with.

There are coherent structures in ideological self-labelling. Factor analysis of the respondents' estimates of eight ideological labels yielded three underlying dimensions. The Nationalist, Patriot, Traditionalist and Conservative labels showed positive factor loadings on the first factor. The Communist and Socialist labels were loaded on the second factor, while the Liberal and Social-democrat labels showed positive factor loading on the third component. In other words, there appear to be three general dimensions of ideological self-identification in Serbia: the traditional-conservative, social-communist and liberal-democrat identification.

These dimensions of ideological self-identification are significantly correlated to party (dis)like measures. Those with a more intense traditional-conservative ideological identification show greater preference for parties which are usually described in similar terms in Serbian public discourse (Serbian Progressive Party, Democratic Party of Serbia). Similarly, the socialist-communist ideological identification is related to greater likeability of the Socialist Party of Serbia, while those who more intensely like the Democratic Party and Liberal-democratic Party are most prominent in the liberal-democratic ideological identification.

Conclusions. Present results indicate that party identification is a very important determinant of vote choice in the Serbian political context. However, when interpreting such a finding one must bear in mind the peculiarities of political life in the post-communist Serbian society. Great inter-party supporters' flow and fluctuation, as well as fragmentation of political life and, above all, the mere fact that the multi-party political system is relatively young, imply the need for alternative explanations of the sources and role of party identification in Serbia.

One possible interpretation will be demonstrated here. General ideological identification is undoubtedly a determinant of person's overall political outlook. Party identification could, in that sense, be viewed as a manifestation of ideological identification and sort of a mediator between ideology and vote choice. These ideological identities are relatively inclusive and broad.

A citizen with traditional identification could, for example, express it by choosing to vote for one political party out of pool of similar political parties. In other words, the same ideological identification could manifest itself through different party identification, but within the limits it sets. This gains additional relevance having in mind the fact that the political "market" in Serbia is relatively saturated but that political agendas of political factors are poorly differentiated. In such a way, the relative fluctuation in voting patterns among voters can be more fully grasped. Changing party identification would then simply be a manifestation of concrete political choice switching, but without changing the underlying ideological identity.

Finally, this line of reasoning could imply that (early) socialization is still important for party identification but in a different way than originally proposed. Although there were no modern political parties during early or adolescent socialization for the majority of Serbian citizens, the attitudes, beliefs and values instilled during the socialization process are but one of the

sources or constituencies of ideological identity. In other words, party identification might not be a direct product of early socialization, but the socialization in the pre-pluralist period set the ground for later political choices and preferences.

Self-improvement, an incentive to recycle

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Introduction. Recycling behavior is a voluntary action of separating waste into categories (paper, plastic, glass and bio waste). Educational campaigns targeted towards changing people's attitude towards recycling have often been fruitless because changing one's attitude does not always imply a change in behavior (Burn, 1991). Designs based on operant conditioning are often criticized because they infringe people's liberties and at the same time they can bring out behaviors opposite to the desired ones (Geller, 1989).

Campaigns based on raffles, lottery, coupons etc. as means of positive reinforcement, have shown that people did not develop an intrinsic motivation for recycling but rather performed an action for extrinsic gratification (Burn, 1991). Pardini and Katzev (1983 - 1984) have coined a term for this phenomenon "the overjustification effect". It was observed that once the reward was removed, the behavior disappeared gradually.

Wagner (2012) considers that the most important factor that determines waste sorting and recycling is access and proximity. In the sense that people are more inclined to recycle if they have a designated place that is close to their house. People have shown increased disposition to sort and recycle waste

when a curbside collection system was in place. Martin, Williams and Clark (2006) have discovered that people are often inclined to recycle paper but the local waste management companies did not create the proper conditions for locals to do so.

Nudge, as defined by Thaler and Sunstein (2008) “is any aspect of the choice architecture that alters people’s behavior in a predictable way without forbidding any options or significantly changing their economic incentives. To be considered a nudge an intervention must be easy and cheap to avoid”.

Objectives. Our project aims to elicit and encourage paper recycling behavior in a student house at the Lucian Blaga University of Sibiu. This house did not have a designated spot for paper recycling.

Our aim in this study was to observe the impact that self-improvement messages have on student recycling behavior. We used two types of messages, an informative message and a self-improvement message in order to elicit different behaviors towards paper recycling.

Method. A student house (Căminul 1, Bld. Victoriei Nr 31) from the Lucian Blaga University of Sibiu with a capacity of 380 was selected for our project. Once the proper approval was obtained, an A3 poster was placed on the house notice board with the following message: “House 1 is recycling paper” with the purpose to create the setting.

We used a personalized message based on research conducted by The Behavioral Insight Team (BIT). BIT discovered that using a personalized message increases recipient response by 30 %. A 550 x 470 x 350 cardboard box was placed close to the house entrance on a place with a lot of transit. Inside the box there was a recycle symbol (A4 format). On the right side of the box we fitted a small stand where we placed some green waste bags. At the front of the box we placed two different messages (A4 format) depending on the condition.

In the Informative Condition (IC) we had the following message: “A place for paper recycling. We offer you a green bag”. Taking under consideration that there was no previous place for paper recycling in this condition our aim was to facilitate the access to such a place. Thus we considered that we would be measuring a spontaneous recycling behavior. This condition lasted for 3 days.

In the Self-improvement Condition (SC) we had the following message: “House 1 collected 3 kg of paper. Can there be 10 kg?” Starting from the quantity of paper collected in IC, we used as an anchor a significantly larger quantity (10 kg), ”the more you ask for, the more you tend to get” (Thaler, Sunstein, 2008). This condition lasted for 3 days as well.

Results. In the IC we collected 3 kg of paper, in the SC we collected 5 kg. Using these results, 67 % increase was observed from one condition to another.

In Romania, sorting and recycling is still at the beginning. Previous research on recycling behavior have given us an idea regarding the methods used in other countries. It was discovered that coercion or reward are not determining factors in eliciting and maintaining recycling behavior. On the other hand, it was demonstrated that access and proximity elicits and maintains this behavior on long term. Thus, we predicted that recycling behavior would occur with the simple presence of a designed place. Results from IC confirmed this fact.

Conclusion. Our findings suggest that students are receptive to self-improvement messages and act accordingly. The challenge constituted in changing already elicited behavior. Thus we used as an anchor a larger quantity compared to the one in the IC trying to elicit a self- improvement behavior related to recycling (Thaler, Sunstein, 2008; Ariely, 2008). House 1 was considered as a whole in both conditions, but it is possible that ”moral appeal” (Fellner, Sausgruber, Traxler, 2011) influenced students to recycle. A

surprising aspect was also the fact that although waste bags were available, people who recycled choose not to use them when bringing paper. That might be a subject for further research.

Nudge: influencing smokers' behavior of cigarette butts throwing

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Introduction. The picture of a man who is rational, making his / her own decision in an unbiased way was the approach promoted by the mainstream economics. This picture is nowadays contradicted by the results of most behavioral economics studies, which present a human who does not always think rationally and who uses cognitive short-cuts, social norms and pressures in the process of making decisions (Moseley, Stoker, 2013). These results replace the image of homo economicus with the image of a person who has bounded rationality and who does not make deliberate decision (Mont, Lehner, Heiskanen, 2014).

In the paperwork “In search of the lost nudges” (2015), Guilhem Lecouteux states that standard economic theory is built on the assumption that people act as if seeking to satisfy stable and coherent preferences and are instrumentally rational given their beliefs and preferences.

The term “nudge” refers to “any aspect of the choice architecture that alerts people`s behaviour in a predictable way without forbidding any options or significantly changing their economic incentives” (Thaler, Sustein, 2008).

From economic behavior perspective, D. Kahnemann (2011) stated that all situations have in one way or another, architecture of a choice, even if it is not built explicitly. This architecture refers to the informational or physic

structure of environment, what influences the way in which the choices are made (Thaler, Sunstein, 2008). Nudge therefore refers to the deliberate changes which are made within choice's architecture, changes that will influence people's behavior by changing the environment itself, what allows individuals to make a choice almost automatically. This may be accomplished by simplifying the offered information or by changing the order of choices so that it would facilitate taking the socially desirable decision. In other words, nudges do not try to change someone's values or to increase the amount of information, but focus on allowing decision making and manifesting the individual behaviors which are useful for society and usually serve individual's long term interests (Thaler, Sunstein, 2008).

In order to understand how nudges work, it is imperative to understand how human behavior works in taking a decision from the perspective of economic psychology. Therefore, to understand the behavior which a nudge targets to change, a look into Daniel Kahneman (2011) decision making theory is necessary. D. Kahneman describes in his theory two systems of thinking: system 1- fast (automatic, intuitive) and system 2 – slow (deliberate, conscious). While system 1 is used for daily decisions, system 2 is used for taking much more important decisions that need thorough thinking. Nudges, just as most of the tools for changing behavior, target a change in system 2 (Lehner, Mont, Heiskanen, 2015). Citing Thaler and Sunstein (2008), Mont, Lehner and Heiskanen present when a nudging intervention could be undertaken. Thereby, they mention following situations:

- When choices have delayed effects;
- When learning is not possible;
- When feedback cannot be received.

Nudge represents a collective construct for different instruments used to influence people's behaviour. This implies four categories of instruments:

simplifying and reorganizing the information, simplifying and reorganizing the physic environment, changing the default policies, use of the social norms.

Since people are social beings, social norms are a major influence factor for human behavior. For a norm to be effective in changing the behavior, it has to be highly visible for individuals (Cialdini, Goldstein, 2004). Social norms have an important role in fields as recycling where studies has shown that neighbor's recycling rate is mutually influenced (John et al., 2011). As littering is the one that includes more than one behavior, the behavior chosen for this research is cigarette butt littering.

On the website [http:// preventcigarettelitter.org/why_it_matters/why_it_matters.html](http://preventcigarettelitter.org/why_it_matters/why_it_matters.html) dedicated to preventing this kind of behavior some data is given on why people litter. Thus 63% of cigarette butt littering is attributable to individual motivations, in the top motivations being lack of awareness about the environmental impact and insufficient ash receptacles. Furthermore a striking 10% of cigarette butts are properly deposited in ash receptacles, being the least likely item to be placed in a receptacle.

Objective: We expect in this study that the presence of the specially designed recipient influences littering behavior of students who smoke in specified area.

Method and procedure. The participants of this study were the students of Lucian Blaga's University of Sibiu who live in dorm number 1, 31th, Victory's Bloulevard and who usually choose as smoking place, the pre-selected area.

After an observation made in 15.12.2015, it was established that the area would have surface of 2 square meters next to the dorm's entry. This surface was cleaned up before the observations so there were no leavings from previous days. The area was selected by the frequency of students smoking there and therefore the significant amount of remnants.

The observation has been made after a prior cleaning up the area. The perimeter has been observed for two days between: 7:00 am to 10:00 am the following day. After this period, the leftovers (cigarette butts) were counted.

As a nudge instrument we used a recipient similar to a voting box, provided with two sections, the boxes dimensions: 10 cm width, 40 cm length, 30 cm height. The materials which the box have been made of: stainless steel back for its fireproof properties and the transparent glass front to allow visibility.

The recipient was set in place at 7:00 am in the selected area, alongside with an A3 type poster what had printed on a yellow back-ground the following message: „Have you studied for exams?”. On the two sides of the voting-box there were the answers: ”Yes” and ”No”. The participants could vote with their cigarettes ‘butts. Three weeks after the first observation, 06.01.2016, we collected the cigarette leftovers from the box.

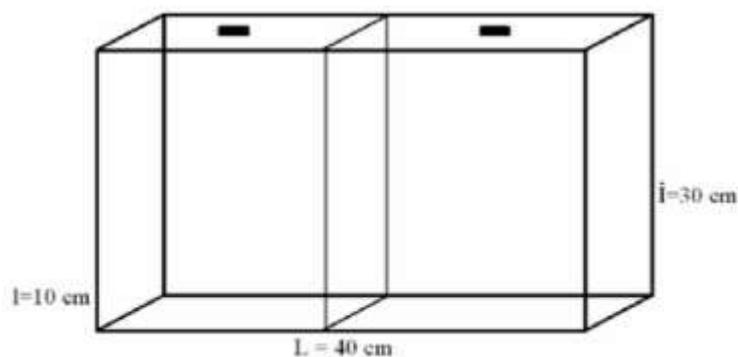


Figure 1. Design of the box

Results. The day without nudge condition, the results were: 52 leftovers in the area and 10 in the container. After the nudge was setup, the results were: 44 leftovers in the box and 7 leftover in the area.

Conclusions. The results of the experiment confirm the effect of the nudge over the smokers’ behavior of littering in specially created places. As the results were visible and significant we recommend implementation at a larger level so that we can observe benefits at a greater scale. Even it was demonstrated that nudging strategies have positive effects, they also have

weaknesses. Thus, one of the main disadvantages is that the results obtained in a laboratory or environmental intervention could not be generalized on a population level. Moreover, special literature evidences that the impact of a nudge is, for most interventions, small. Because of that, it is necessary to use trial-and-error process to achieve the goals. Besides this, the positive impact of a nudge action decreases with time (Mont et al., 2014).

Political discourse as a factor of youth civic subjectivity development

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Introduction. Development of information society and postmodern tendencies in the modern world cause qualitatively new understanding of goals and means of political socialization. Provision of conditions for self-constitution of an individual as subject of political (civic) interaction has become the main task of the socializing influence. Therefore, the issue of psychological conceptualization of subjectivity, its indicators, conditions and factors of its development comes onto the research agenda. The thesis about the determinative role of subjectivity in structuring youth political discourse have been formulated in view of the outcomes of the theoretical and empirical research, which findings are presented in the article.

Objectives. The research focused on identifying peculiarities of constructing youth political world outlook in the process of discourse interaction, as well as determination of socializing mechanisms, strategies and technologies which could actualize subjectivity potential and channel it into construction of shared value meanings, value world outlook, self-

identification of a citizen capable of defending one's own interests and actively meeting today's challenges.

Method and procedure. The configuration of the research builds up on the combination of classical and post non-classical methodology. The task of its first stage was to determine representations (themes) and variants of interpretations (propositions) of political values, motivations, representations of political practices, dominant and subordinate interaction which are represented in the discourse of the political socialization subjects (methods: text content analysis, method of unfinished sentences, method of unguided description)

The second stage of the research was aimed at developing instruments for the psychosemantic analysis, which resulted in the questionnaire consisting 80 statements related to the most articulated discourse themes. After piloting and amending, the questionnaire was used to collect data for the psychosemantic analysis. The data was obtained through the survey of 760 respondents representing higher educational institutions in four regions of the country.

The third stage of the research dealt with processing the outcome of the factor analysis (centroid method) and specifying certain positions with the help of such methods as modelling, indication sorting, projective and semi-projective methods, as well as discourse analysis.

Results. The key factor of structuring the value component of the university student political world outlook in all the regions involved turned out to be political subjectivity. The level of the respondents' subjectivity determines the interpretations of political values, which are centered in one of the quadrants of the space designated by the coordinates "values of power – individual values" and "responsibility of authorities – individual responsibility".

Hereby the representations of responsibility are quite discrete and symbolic: responsibility for one's own life turned out to be less significant (according to the indication choice method) than responsibility for close relatives and the country. Representations of responsibility as observation of principles are not actualized in the youth discourse at all. Besides the number of choices of responsibility indications proved to be the lowest among other political values, which indicates insufficient articulation, reflection and internalization of the related meanings.

The regional peculiarities of youth political discourse which were identified in the course of the data analysis are the following: value representations of the respondents in the central region are located mainly in the quadrant "individual values – individual responsibility"; in the western region it is the quadrant of "values of power – individual responsibility"; in the southern region their location is determined by the coordinates "individual values – responsibility of authorities"; in the eastern region it is "values of power – responsibility of authorities". This provides evidence to state that only the sample of the central region is dominated by the subjectivity attitudes, whereas in the rest of the regions there is predominance of either the representations focused on authorities or pure objectivity representations of the role of an individual in the political interaction as well as expectations regarding its results.

The factor model of the representations of political practices in the youth discourse is built up on the perception of individual ability to influence the authorities. It includes practices of problem resolution / evasion, influence / refusal to influence authorities, choice, externality / internality, control of authorities. The student political discourse is dominated by the practices of protest, alienation, and emotionally negative self-attitude practices. At the same time, there is lack of representations of constructive political practices,

which indicate subjectivity attitude of an individual involved in political interaction.

Analysis of the basic representations of social interaction in the youth political world outlook allowed identification of the problem clusters in the construction of its meanings. They are the following: amorphism of civic identification, narrow radius of institutional and interpersonal trust and interaction, fragmented representation of the experience of maintaining sustainable networks, indefiniteness of representations of the essence of social activities, contradictive attitudes to social norms and rules, and their provision. Under those conditions, it is hardly possible to state that the youth political discourse as certain symbolic capital can be used as an effective instrument of realization of their interests.

Investigation of the regional specifics of the student youth representations allows stating that in the capital of the country as well as in the western and the eastern regions those representations are characterized by the higher level of subjectivity and self-centrism compared to the other regions. However, while the students of the capital consider social involvement and civic participation to be a means of self-actualization, their eastern counterparts find them to be rather a way to defend their own interests and freedom of choice. As for the students in the western region, they treat social involvement as certain threat to their individual freedom. For the students of the center “self” and social involvement are subordinate to the interests of the society, and for the respondents of the south the aim of social involvement is searching for models of interaction between a citizen and the authorities.

The least articulated components of the youth political world outlook turned out to be motivation and self-identification ones, which significantly complicates the process of self-constitution and formation of the political interaction subjects. Besides, the factor model of the motivation component of the respondents’ political discourse is dominated by emotional

representations. Rational motivations (except the desire to get material benefits) are not actualized.

The findings of the psychosemantic analysis also allowed the determination of the basic meanings of the dominant-subordinate interaction in the youth political discourse. Those meanings are domination-subordination, love-hatred, closeness-alienation, force-influence, protection-vulnerability, involvement-alienation, independence-dependence, organization-chaos (disorder), trust-mistrust. Those constructs are evidently nucleus, and they determine the vector of student youth representations of the essence of the dominant-subordinate interaction. The prior semiotic analysis of the identified nucleus constructs of the dominant-subordinate interaction discourse indicates the prevalence of meanings, which associate with the objectivity identification. This signifies little probability of developing the subject-subject model of the dominant-subordinate interaction.

Conclusions. The identified peculiarities of structuring student political world outlook make it possible to conclude that the socializing discourse does not provide (or only partially provides) for its main functions, which are interpretative, persuasive, instrumental and action mobilizing ones. This proves the need to determine the ways of optimization of the political discourse aiming at the realization of a subjectivity development project, where subjectivity is viewed as an integral characteristic of an individual.

The main tracks of such activities are considered to be: facilitation of reflection about individual political interaction and political self-identification; articulation of mechanisms of achieving success; themes of personal responsibility for the choice of communicative practices and for the translation of this or that discourse; prevention of frustration discourse development, distrust and alienation; construction of possible models of these or those interpretations of values, and prognosis of the consequences of their realization

Public opinion on political issues

The meaning of ideological self-description in Serbia

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Introduction. Ideological orientations are typically measured in two manners: through specific statement-type items or through respondent's self-identification with ideological labels (e.g., 'conservative'). Attitudinal structure obtained through factor analysis of individual attitude statements represents a model of implicit ideological dimensions (for a review see Todosijević, 2014). However, individuals are not necessarily conscious of their position in a particular multidimensional ideological space defined in this manner. Moreover, given the literature questioning political competency of the mass public (e.g., Converse, 1964, Luskin, 2003), it is likely that one's political views do not necessarily follow the major political-ideological narratives that define the contemporary political world.

As a result, one's specific substantive political attitudes may be inconsistent with one's self-image concerning the ideological orientation. For instance, someone identifying herself as a 'socialist' may hold certain socially conservative and/or in-egalitarian opinions.

In order to investigate this problem, the paper analyzes the relationship between the basic attitudinal ideological dimensions and respondents' self-identification with various ideological labels (e.g., identification with the label 'nationalist'). The analysis is based on survey data collected in Serbia on a

random sample of Belgrade residents.

The results show that most associations follow the pattern expected on the basis of the existing research literature. However, certain tendencies seem to be specific for the case in question, or to a broader post-communist context. For instance, in Serbia self-identification with the label ‘socialist’ is positively associated with traditionalist and militarist attitudes, while in the Western Europe, this association would typically be negative.

Objectives. Theoretical aim of the study is to contribute to the study of ideological sophistication (or incompetence) of the general public. According to the literature critical of public competence (Converse, 1964, Luskin, 2003), public interest in politics is low, and understanding of ideological debates is poor. Hence, the public apparently cannot think ideologically, and holds non-attitudes rather than meaningful political attitudes. On the other hand, there is literature that finds rationality in public opinion, and structure in political attitudes that resembles the abstract ideological dimensions.

Hence, the main questions this paper addresses are: To what extent the public identifies with and uses ideological labels to express political views? How does ideological self-labeling relate to ideology expressed in attitudes? How ideological self-labeling is related to party preferences?

The results are also expected to reveal peculiarities of the political and cultural history of the case in question that is Serbia.

Method and procedure. The study is based on a public opinion survey, conducted in Serbia on a random sample of Belgrade residents (N=502), interviewed in 2002. Ideological self-identification with 7 typical ideological labels is operationalized by the following questions:

Indicate to what extent you identify yourself with the following political labels terms. If you would entirely accept certain political orientation, please chose 10, if you find it does not suit you at all, please choose 1.

So, to what extent would you identify with being: Conservative, Liberal,

Socialist, Nationalist, Patriot, and Feminist?

Ideological orientations measured via substantive political attitudes are operationalized with a list of 60 political attitude items. The full list of attitude statements is published in Todosijević (2005). The following is a sample item, designed to measure economic liberalism: "The state ought to be involved in economy as little as possible."

This set of items is reduced to the following 15 primary attitudinal dimensions, via factor analysis: Nationalism, Militarism, International integration, Clericalism, Traditionalism, Regime attitude, Socialist economy, Environmentalism, Work ethic, 'Philosophical' Liberalism, Economic Liberalism, Collectivism, Punitiveness, Elitism, Feminism. In the next step of data reduction, these 15 factors are reduced to four second-order ideological dimensions: Socialist conservatism, Right-wing conservatism, Social order and hierarchy, and Post-materialist orientation. Details of the attitude scales and items are provided in Todosijević, 2005.

Results. The results show that the Serbian public readily expresses ideological self-identification. The most accepted ideological label is 'Patriot' (average score on a 1 – 10 scale of identification with the label is 7.43), while the least popular labels are Feminist and Conservative (average scores are 3.18 and 3.37 respectively).

Analysis of intercorrelations between ideological self-labeling and 15 primary political attitude dimensions revealed a number of significant associations. The largest number of significant associations concerns the label of Patriotism. Its highest associations are with nationalist ($r=.49$, $p<.01$), militarist ($r=.45$, $p<.01$), and traditionalist ($r=.39$, $p<.01$) attitudes. Socialist identification is primarily associated with the negative attitude towards the regime change ($r=-.46$, $p<.01$) and positive towards socialist economy ($r=.29$, $p<.01$). Liberal identification is associated with the positive attitude towards Serbia's international integration ($r=.24$, $p<.01$), and negative towards

Table 2 Correlation between ideological self-labeling and party sympathies

<i>Political parties:</i>	<u>DS</u>	<u>DSS</u>	<u>SPS</u>	<u>SRS</u>
	Democratic Party	Democratic Party of Serbia	Socialist Party of Serbia	Serbian Radical Party
<i>Ideological labels</i>	('Democratic opposition')	('Dem. opposition' - conservative)	(Milošević party)	(Nationalist-populist)
Conservative	-.09	.12 **	.06	.12 *
Liberal	.22 ***	-.08	-.14 **	-.23 ***
Socialist	-.31 ***	-.02	.48 ***	.26 ***
Nationalist	-.18 ***	.16 ***	.13 **	.25 ***
Patriot	-.22 ***	.19 ***	.18 ***	.20 ***
Feminist	.01	.05	.12 *	.06

*p<.05; **p<.01; ***p<.001

nationalist attitudes. Nationalist identification proved associated with militarist, clericalist and nationalist attitudes.

Correlation coefficients between ideological self-identification and second-order, more abstract ideological attitude dimensions are shown in Table 1.

Table 1 Correlation between 2nd order attitude dimensions and ideological labels

<i>2nd order ideological factors</i>	<i>Ideological self-identification</i>					
	Conservative	Liberal	Socialist	Nationalist	Patriot	Feminist
1. Socialist conservatism	.13**	-.27***	.37***	.21***	.41***	
2. Right-wing conservatism				.18***	.34***	
3. Social order and hierarchy		-.10*			-.15**	-.13**
4. Post-materialist orientation		.10*		-.16***		.24***

*p<.05; **p<.01; ***p<.001

The highest associations concern the self-labeling item Patriotism. It is associated with socialist conservatism, right-wing conservatism and negatively with social order and hierarchy.

Ideological self-understanding is also associated with political party preferences. The associations presented in Table 2 indicate the meaningful ideological self-labeling in Serbia. Socialist identifiers, for instance, are more sympathetic towards the Socialist party and the Radical Party, and negatively disposed towards the main opponents at the time – Democratic Party. The remaining associations also appear meaningful in the context of the contemporaneous political relationships.

Additional analyses, not presented here, showed that attitude dimensions are also associated with party preferences. For instance, Socialist conservatism

is strongly associated with positive attitude towards Socialist Party and Radical Party, and negative towards DS. On the other side, Right-wing conservatism proved associated, modestly, only with sympathies for the Democratic Party of Serbia.

Conclusions. Serbian public expresses ideological self-identification, and is capable of using the ideological labels in a meaningful, although locally colored manner. Moreover, ideological self-labeling is associated with specific substantive political attitudes of different generality. Thus, for instance, patriotic self-identification is associated both with specific nationalist attitudes and with a broader orientation of socialist conservatism.

The observed associations between labels and attitudes follow, in broad terms, the European intellectual and political traditions. For instance, ‘Liberal’ identification is associated with lower nationalism, while ‘Socialist’ identification is associated with protectionist economic attitudes. However, the local political and historical context is important and visible as well. This is illustrated, for instance, by the association between the ‘Socialist’ identification and traditionalist and militarist attitudes. This ideological constellation characterized the ideological profile of the Socialist Party of Serbia during 1990s.

The results also demonstrate that ideological self-labeling is politically relevant. Namely, both ideological self-labeling and political attitudes are associated with party preferences. For instance, sympathies for DS (then the ruling ‘democratic opposition’ party) are associated with liberal identification, and rejection of socialist, nationalist, and patriot labels. The Socialist Party sympathizers show the opposite ideological identifications. Likewise, the attitudinal ideological dimensions are strongly associated with party preferences, Socialist conservatism in particular.

The overall conclusion is that self-identification with ideological labels provides valuable information about citizens’ political orientations. The ‘ideological illiteracy’ thesis is not supported by the Serbian data.

Psycho-economic aspects of organizational activities

Representative reflexivity for advanced economic self-constitution of youth

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Introduction. Economic self-constitution of youth in content concerns transition of young people from school to work, from childhood to adulthood. Key processes in youth economic self-constitution are forming ideas about economic reality in the world of occupations and employment, and construction a plan of personal professional self-realization on labor market.

According to Six-Phase Model of Career Decision-Making (Hirschi & Läge, 2007) the most reflexive saturated is the second phase: generating possible career alternatives based on one's own interests, skills, and values through self- and environmental exploration. As authors of Chaos Theory of Careers (Pryor & Bright, 2003) suggested, individuals and their environments are viewed as chaotic in sense that they are complex, open, adaptive systems, which are extremely sensitive to change in initial conditions. As a consequence of both their complexity and this sensitivity, such systems

experience non-linear causality – the causes and effects of events that the systems experience are not proportional, because the persons need a powerful reflexivity of individual characteristic embedded in social environments for economic self-constitution.

Based on the theory of occupational prestige (Treiman, 1983) we proposed an idea of representative reflexivity through evaluation of prestige of all occupational groups and comparison of personal results with group evaluation by all-Ukrainian representative sample survey as well as inclusion of local labor market conditions. Environmental exploration of world of professions and structure of occupational prestige results in deep understanding of personal readiness for competition, which is higher among prestigious professions.

Modern informational communicative technology (ICT) proposes new possibilities for instrumental software which is developed for investigation of such group reflexive processes in dynamics of real time by web portal profprestige.org.ua.

Objectives. The main goal of research is to develop technological tool which provides possibility for representative reflexivity of economic self-constitution through occupational prestige evaluation. The role of reflectivity during communication in close social environment about the news in emotions, attitudes, knowledge and experience which are intensified by representative reflexivity are explored.

Method and procedure. ICT web project profprestige.org.ua was developed to provide all-Ukrainian survey of occupational prestige in 440 groups of professions and some reflexive indicators of reflectivity during communication in close social environment (Naydonova, 2013), IAT-prestige (Naydonov & al, 2016) and some questions about career development (professional plan, situation and arguments of professional choice, others). Work with web tool was organized through network of 60 schools in all 26

regions of Ukraine in cities, towns and villages for representation of Ukrainian youth and adult population (N = 2439). Free usage of web resource is possible for future comparison with random on-line survey (N>12000).

Results. IAT-prestige Dbp data are normally distributed. We single out 3 groups: implicit preference of more prestigious professions (Dbp > 0,6323), implicit preference of less prestigious professions (Dbp < 0,1708) and neutral for prestige. Direct prestige evaluations are different among participants of these groups.

More radical evaluation for first group is specified: prestige professions receive higher evaluation in the first than in the second group. The group of 34 % of participants have the lowest level of reflexive indicators of reflectivity during communication in close social environment (family, friends). They think: the role of creativity and high degree in professional education are not needed for successful self-realization on the labor market, because they plan to work on the first workplace where they can enter (subjectively they do not have any choice). The group with the highest level of reflexive indicators of reflectivity during communication in close social environment show significant difference in lower level of consumerism attitudes.

Conclusions. Analysis of results of implementation of ICT project during 2015 shows that deficit of reflexive resource in communication in close social environment causes underestimation of the role of creativity and professional education for successful self-realization on the labor market. The more reflexivity level in close social environment the less consumerism attitudes are in economic self-constitution. So we conclude that youth representative reflexivity competency activates reflexivity in close social environment and results in advanced economic self-constitution.

Psychological perspectives on employees' behaviour and motivation

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Introduction. Human resources and motivation are considered to be the most important aspects for any organization that attempts to have a competitive advantage on the market. Managers are constantly interested in improving employee's attention, following and applying positive stimulus and avoiding negative provocations focusing on constant changing both internal and external environment affecting an organization.

This scientific discourse follows Vroom's expectancy motivational theory according to which individuals working in an organization are motivated by a mix of motivational forces such as valence, expectancy and instrumentality for achieving pleasure and avoiding pain, also stating that they can make decisions and choices or assume tasks based on a series of factors such as personality, skills, knowledge, experience and abilities, directly connecting the effort with the performance outcome.

The study earns its relevance for attempting to pass the border from individual motivation towards an organisational and managerial system of employees' motivation.

The historical background of Vroom's motivational theory is based on the idea that individuals follow the line made of effort, performance and reward establishing their expectancy, instrumentality and valence.

It also models a guide for a complete understanding of the phenomena describing theories of Maslow, Herzberg, Edwin Lock, Kurt Lewin, Frederick Winslow Taylor, Adam Smith, Alderfer, McGregor, David McClelland, Victor Vroom and Porter and Lawler and exposes the reasons that drive an employee to work and a manager to reward and what implications and feed-

back such actions have upon an organization, using an interdisciplinary approach, from Economics, Sociology, Management, mainly appealing to Psychology.

For Vroom's expectation theory characterised by a high probability, still there is enough space for study so that this attempt expects finding new results on what drives and motivates individuals offering real solutions to motivational issues inside an organisation in strong connection to their both personal and professional psychological background.

Motivation is a phenomenon studied by Vroom considering the balance that must be established between the individual goal and the objectives of the organisation, considering in this process the dynamics and the changes occurring in the individual's behaviour. Improvement on Vroom's expectation theory consists of combining all these theories in practice, for different individuals and situations require a mix of solutions instead of a single universal valid one.

The theoretical and methodological relevance of the discourse resides in covering all the content and process theories elaborated up to now that brought significant results to the development of motivational ideas and behavioural practices in management and economy, focusing on the extraordinary support of Psychology.

Online and offline sources such as books, journals, articles, PhD thesis and many more were studied in order for the author to assume a consistent and clear scientific discourse that provides a solution upon what motivates individuals working in an organisation and what system of rewards should the manager use for understanding and obtaining a positive change in his employee's behaviour and at the end of this cycle for achieving a competitive advantage of the organisation.

Objectives. The objectives of the empirical study aim at explaining the nature, the core characteristics and the merits of the Expectancy theory, also

acknowledging data about its advantages, disadvantages, benefits and limits that might influence the employees' changing behaviour, moving towards Porter and Lawler's theory according to which motivation does not necessarily lead to performance – what remains afterwards and provides satisfaction is what actually matters.

Method and procedure. This research is a theoretical research based on secondary sources, attempting to complete Vroom's theory and trying to shorten its limits. The paper intends to bring some new elements into analysing Vroom's motivational theory, being supported by a descriptive, explanatory and analytical method of work.

The study was organized in six main parts: historical background on motivational theories, debates on Vroom's theory, key elements in expectation theory, benefits and limits of the theory, behavioural aspects and motivational factors, recommend a reward road.

Expectancy theory of motivation, as Vroom's theory is called among scientists, is debated from a psychological and managerial perspective in order to reveal advantages, limitations and implications of such an approach in life and development of an organisation.

Results. Motivation is studied in this scientific paper from a psychological perspective following the steps of accomplishing needs, dealing with cognition, exposing behaviour oriented theories and ending with a complete psychological profile of an employee from a job oriented view.

The paper underlines the complexity of Vroom's motivational theory and prioritises the relationship between motivation and performance, projecting the effects on a long term, after the reward was given.

Conclusions. The recommendations and conclusions at the end of the study are based on the fact that individuals are adhering to an organisation for fulfilling their needs, strongly motivated and supported by previous

experiences in the work field, and also considering psychological approach of a conscious selection and choice of the job.

The scientific discourse proves that challenging and dynamic human resources need same features from their jobs for enriching motivation and achieving a positive behaviour in the benefit of the organisation.

”Gargoyle” management in universities or another face of emotional intelligence in academia

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Introduction. Some scientific research of the XXI century relate to management in general as a science for involving principles, system like approaches, studying both causes and effects type of relationships, and the variables involved, having to deal with scientific methods and different ways of testing them. Others are approaching management as an art for applying knowledge and skills for reaching an established goal and providing it with special personalized features.

Moving apart from the old researches of Fayol or Maslow, this study is directed towards a different modern approach to management. Embracing management as an art based on its interdisciplinary theoretical knowledge applied into practical knowledge for the sake and unique goal of not only using resources at their best efficiency, efficacy but most of all for profit understood in this study as a won prize.

Working with human beings as an organizational resource is highly important for this discourse. This study intends to move far beyond the traditional management so long debated by specialists and researches, with

their continuity in activities, reaching goals, working with people, using and correctly applying resources.

Thus, management is not for leading but for using; it is not just an art, but an intelligent emotion used at its best to rule, to obtain obedience and power, to make profit and to win competitions. This research begins with assuming that there is no other purpose for management than simply power by applying emotional intelligence from the top of education: universities and academia.

Objectives. The main objectives of this study are connected with defining the gargoyles of management as an architectural tool used for designing the path of management and its functions towards applying into organisations upon and with material, financial and human resources.

Symbolically using the cathedrals as the architectural base for management, gargoyles are represented by the subordinates helping managers achieve a purpose, moving from professional up to personal when emotional intelligence is used.

In architecture gargoyles are used on buildings for making water flow from the rain be less damaging. In a similar way universities and academia managers are using emotional intelligence when dealing with managed resources in order for their personal goal to be less damaging for the professional one.

Academia as an organisational background is being used here for education is highly important projecting itself and its benefits upon the entire society with its cultural, economic, or social components.

Method and procedure. The study is divided into 9 parts covering History of Management, Management between Art and Science, Purpose of Gargoyles in Architecture, Leading with Intelligent Emotions and Emotional Intelligence, Academia and Universities in the XXI century – how it was

supposed to be and it is not, Agency, Stewardship and Gargoyle Management, Gargoyles with Intelligent Emotions in Academia, Conclusions.

This paper is assumed as a theoretical approach to management based on secondary researches and modern trends in management as exposed into conferences articles and proceedings, journals, media, social media and internet resources as the main spring of information in the new modern era.

Results. From Fayol and Taylors's scientific management, to the humanistic approach of Abraham Maslow, to Robert Greenleaf's agency management in 1970s and to Peter Block's stewardship in 1990s we assist to a switch from the idea of managing human beings to doing things, towards helping them accomplishing tasks and reaching to agency type of management in which the subordinates are viewed as individualistic, opportunistic and self-serving and finally to the stewardship management where managers are guided by their own objectives and principles.

The XXI century also brings a new form of academia and a new type of university increasing personal interests of managers in making their professional actions more profitable. This study does not address the question "Profit for whom?" for entrepreneurial universities was not quite an acceptable idea, but analyses psychological behaviour that shadows a manager in managing in academia and universities based on psychological intelligence used at the maximum.

The resemblance of managers and their selected type of management with gargoyles resides in their practical appliance to buildings and therefore to organisations, universities, in this case; from scaring to leading there is one small step assumed in gargoyle management, viewed as a new trend in which psychological approach to emotional intelligence helps managers not really caring about resources but about what using the resources might represent in the end.

In agency and stewardship management, scientists and researchers have missed the psychological feature, aiming only at the economic and business factor. Gargoyle management encompasses the emotional intelligence as a key factor when managing human resources and financial resources at the same time.

Conclusions. Gargoyle management in modern universities takes the shape of intelligent emotions turned unemotional and detached, sometimes lacking ethics and morality for the sake of manipulating and deceiving others while scientifically hiding behind managerial skills and most of all behind the educational goal. Gargoyle management is the opposite of Management as it is known up to now. The shift is between positive and negative features, from humans to gargoyles as useful tools for accomplishing the final goal: profitable education in the XXI century.

Theoretical aspects of Ukrainian labour market functioning as an institute of socialization

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Introduction. To determine the problem sphere of labour market in Ukraine, it is necessary to analyze informative statistics. Thus, according to the data of the State Employment Service of Ukraine, there are 508.2 thousand unemployed persons registered on February, 1, 2016, among which there are 76.1 thousand (14.9%) individuals of the simplest professions and people without any profession. Outside positions on labour market, namely 85.1%, are occupied by people with high level of professional competence. Taking into account the fact that there are only 38.9 thousand registered vacancies for 508.2 thousand unemployed, only every 13th qualified specialist will get a job

in official economic sector in the nearest future [Information resource of State Employment Service in Ukraine: www.dcz.gov.ua].

On the basis of the data of the Ukrainian State Statistics Service and numbers of sociological surveys, the main features of informal employment in Ukraine can be formulated. They are:

- from 1990 to the first half of 2014, the number of informally employed individuals aged 15 – 70 increased from 2% to 24,8% ;
- the highest level of informal employment was fixed among young people aged 15 – 24 and elderly people aged 60 – 70;
- the half of informally employed people have families of 4 and more people;
- the analysis of education level of the informally employed shows that the proportion of people with higher and incomplete higher education is 26.9%;
- the vast majority among the informally employed are self-employed – 72%;
- 47% of the employed in the informal sector have principle place of work in the state or private sector that indicates a low level of social responsibility [Information resource of State Statistics Service in Ukraine: www.ukrstat.gov.ua; Struchenkov Informal Employment of Population in Ukraine: Quantitative and Qualitative Aspects: <http://commons.com.ua/neformalna-zajnyatist-naselennya>].

The above mentioned quantitative data show social and psychological aspects of employment phenomenon in Ukraine:

1. The proportion of the unemployed is made up by professionally suitable qualified citizens who have been in a state of professional disadaptation which inevitably leads to social disadaptation.

2. The weak development of industrial production sector and blurring boundaries between formal and informal employment contributes to a significant extent of informal employment.

3. Informal employment is not only an individual, but also a family strategy. The interiorization of negative social values is at the level of primary socialization of an individual.

4. The share of educated, self-employed Ukrainians consider informal employment to be acceptable for themselves.

5. The economic crisis and war give reasons to anticipate further expansion and deepening of informal employment phenomenon.

Objectives. Unemployment, informal employment, low social responsibility, social laziness and antisocial behavior are the phenomena that occur in a society as a result of poor socialization of its members and are the main signs of non-functionality of modern Ukrainian labour market as a social institution. Conditions that do not contribute to successful socialization of employable members of a society are the causes of social tensions and the risks of state existence, in general, and inhibit integration processes to developed international community. In this regard, there is a need for scientific socio-psychological studies of labour market as an institution of socialization and there is a need in formation, taking into account the identified specific characteristics of this market, innovative approaches to development of practical measures concerning the content of state intervention in the labour market regulation in Ukraine. In this case, the research should enhance effective practical measures aimed at social impact that will meet ordinary Ukrainians' satisfaction from their work, its terms, content and reward.

Results. Successful socialization process depends on individual characteristics of both an individual and features of environment in which the process of socialization takes place. In this case, this environment is labour market.

Labour market as a purely market environment is a single set of market relations and the system of other institutions. Self-regulation of free market is based on the economic laws of commodity production, the law of supply and

demand, the law of value, and the law of competition. The environment of social interaction is formed under the influence of these laws; it performs certain functions with respect to the market subjects.

Considering the fact that labour market in Ukraine is the market of transitive period, the following functions are of particular importance for harmonizing the processes of socialization in the market environment: determining and maintaining the optimal ratio between demand (consumption) and supply of labour force; development of general educational and professional level of employees; coordination of employees' and employers' interests.

The analysis of statistics data shows that none of the actual functions is currently performed: there is an imbalance of labour supply; high educational level of workers is not a guarantee of employment; employers tend to violate labour laws by imposing informal employment to workers as a phenomenon without alternative that indicates low level of social responsibility.

Ideally, the institutions involved in functioning of labour market: institute of law, institute of public administration, institute of social groups, institute of market infrastructure, should promote implementation of the functions. Unfortunately, the potential of the first two institutes is limited to traditional approaches. Thus, activity of public administration institute is narrowed by only material and social support of vulnerable population. Attention is not paid to the development of social infrastructure sphere and small business.

Institute of legal system in labor market only produces legal mechanism for protecting the rights of socially vulnerable subjects of the market. It does not fulfill the mission of punishing unscrupulous agents due to corruption, thereby, it discourages social responsibility. Other two institutes, institute of community groups and institute of market infrastructure, function more efficiently.

A person joining ranks of the unemployed feels himself/herself outside of a society, even antisocial. Non-governmental organizations tend to perform psychosocial supportive role of the social group that helps to “reset” and to restore the process of individual socialization.

Institute of market infrastructure is replenished with new agents of European model, like career centers at universities, in its evolution development besides traditional agents; and it is an extremely positive fact.

The analysis of labour market as a social institution cannot be limited to statistics of unemployment and informal employment. The success of socialization processes is fixed by an individual’s satisfaction level with his/her work, quality of life, status, and conversely, the indicators of low socialization are the desire of an individual to moving, anomie, antisocial behaviour, social laziness and low social responsibility. The quality of socialization processes depends on the quality of fulfilling functions of social institute by labour market; the functions are reproductive, communicative, regulatory, adaptive, integrative, differential, socializing, hedonistic, and productive.

Labour market as a social institute does not fulfill a number of important functions: integrative, socializing, and hedonistic. It does not promote the unity of entities, social cooperation, coordination of structure and function. In today’s reality, there is a process of interiorization of harmful social norms and values to inner world of a human. Ukrainian society is characterized by dissatisfaction among a large number of people of productive age by their social environment, those who want to get out of its borders (to emigrate); all these are the signs of social disadaptation.

Conclusions.

1. The environment of free market, by itself, is not conducive to the process of socialization. The mechanism of regulating labour market through

other institutions creates but unfortunately does not implement the possibilities of psychologization of market environment.

2. An individual himself/herself is responsible for the quality of socialization in conditions of unfavourable environment. The success of socialization depends on an individual's opportunities to recognize and adapt to the following requirements of the Ukrainian labour market:

- A person should be ready to the fact that the process of introducing to professional productive life is long and complicated. It is long due to the fact that, in a sense, it accompanies an individual throughout his/her working life making him/her adapt to changeable social-economic environment and competitiveness. It is complicated because knowledge and skills are not a guarantee of employment.

- The efficiency of socialization on labour market depends on an individual's ability to cooperate directly with the agents of labour market, with the closest social environment. The point is that formal interaction with the agents of this social institute guarantees neither employment nor the help in acquiring actual knowledge and skills.

An individual should diagnose himself/herself for capabilities and limitations and acquire new levels of social interaction. It is very difficult for an ordinary person to do it on the low level of psychological culture; and mechanism of its formation and development is not provided by the given social institute.

- An individual's ability to learn, to relearn, to act in a new way, to abandon stereotyped behaviour and professional stereotypes is of paramount importance in terms of socializing into professional activity.

- The quality of socialization process is determined with not the quality of the employed but with the portion of people satisfied with their professional activity: employers and employees. An individual is aware of the fact that the

process of looking for a job is the search of not only a salary but comfortable place in his/her professional life; and it promotes self-determination and prevents staff turnover being typical for Ukraine.

- An individual is responsible for the quality of socialization in conditions of unfavourable environment. The stimulating fact and, at the same time, a difficult psychic state of the most unemployed is confidence that nobody will help them except themselves. The main psychological task of the unemployed is to rethink solitude transforming it into the stimulus of his/her further life.

3. The analysis of labour market as an institute of socializing shows that in unfavourable conditions of socialization environment and individual's responsibility for success of socialization, the productive aspects are agents and market structures that not only promote increase of activity "directory" and multiplication of social contacts in the sphere of employment but develop an individual's self-identity.

Psychology of consumer behavior

Nudging consumers that change their mind, to reduce waste

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Introduction. The Nudge concept was introduced in 2008 by American authors Richard H. Thaler and Cass R. Sunstein in the paper "Nudge: improving decisions about health, richness and happiness".

"... To nudge is 'to push mildly or poke gently in the ribs, especially with

the elbow” (Thaler, Sunstein, 2008). In other words, nudge means any other aspect of choosing the architecture which is changing in peoples’ behavior in a predictive way, without forbidding other options (Thaler, Sunstein, 2008). The nudge theory wants to improve the changing and administrating process of “heuristic” influences on the human behavior, which is focused on “changing” people.

The nudge (also named libertarian paternalism) is defined as an ethical way of improving peoples’ health. The problem nudge tries to solve is that sometimes, people are making wrong decisions, so they need some help in order to make better decision. There are several reasons why people make wrong decisions one of them would be not taking into consideration all the available options which leads on limited cognitive abilities. People are not able of making the best choice by they own, so they need help from so-called “choice architects”. Election architects are fixing social and physic environment in order to help people change their behavior (Vallgarda, 2012). The best architects recognize that, even if they cannot build the perfect building, they can choose beneficial design (Thaler, Sunstein, 2008).

From behavioral economics point of view, any situation means an architectural choice even if it is not explicitly created for a particular effect (Kahneman as said Lehner et al., 2015). The architectural choice refers to informational or physical structure of the environment which changes the way that choices are made (Thaler, Sunstein as said Lehner et al., 2015).

Hansen, (as said Lehner et al., 2015) defines the nudge process as an attempt at influencing people’s judgment, choice or behavior: “in a predictable way made possible because of cognitive biases in individual and social decision-making posing barriers for people to perform rationally in their own interest, and working by making use of those biases as an integral part of such attempts”.

Further studies show the importance of nudge effects and its implications

in a large variety of domains which characterizes human judgment: influence of placing products on shelves (Golberg, Gunasti, 2007), influence of plate size on food consumption (Roll et al., 2002), eating fruits in school (Schwartz, 2007), the default option regarding organ donation programs (Johnson, Goldstein, 2003). Nudges have been also widely applied in consumer and competition policies, especially when it comes to providing default options in situations with complex information or simplifying complex information for users (Lehner et al., 2015).

Objectives. The purpose of this study is to test people behavior of getting rid of no-longer-wanted merchandise, using appropriate or inappropriate districts in the stores.

The hypothesis of this study is that people can be influenced to voluntarily taking decision of leaving the products they don't want any more in places specially arranged for those products (baskets).

Method and procedure. The place where we took the nudge is a grocery store part of a local chain of stores. We created basket-like baskets for collecting the unwanted items, step-tracks and a label for the basket. The baskets, steps and label were located at three target-places: a basket was put at a distance of 30 meters from the entrance of the store, at the intersection of two main hallways, because usually at the entrance people do not change their minds regarding the products. The second basket was situated on halfway between the first basket and the checkout. The third basket was placed near to the checkout, because a significant number of "afterthought" products are left there by buyers.

The experiment took place on Saturday because in this weekday supermarkets are busier. We took records between 5 pm and 7 pm. There were two measurements: the first one without nudge at 4:55pm when we counted the total of products left on the wrong shelves. Meanwhile the baskets were placed and above them there was the label with message: "Score with products

that you changed your mind about”, and steps on the floor that come from the basket toward the hallway were placed, as a sign of “afterthoughts”. The second measurement was conducted at 7 pm when we count the number of products in the baskets and on inappropriate shelves.

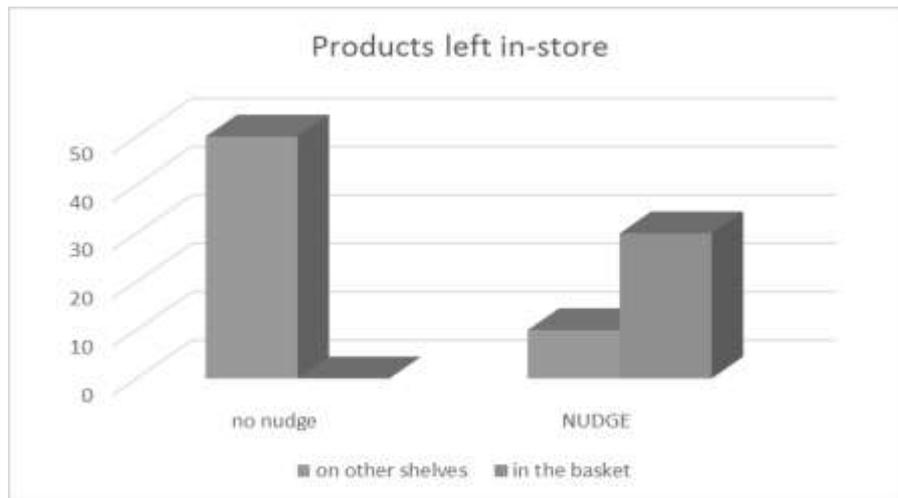
The participants of this study were the customers of the supermarket that do shopping in the same day and the same hours in which we operated. We assume that they are a part of a wide range of social classes and ages, both male and female. The research took place without disclosure regarding the purpose of our study to participants, but with the consent of store management.

For nudge implementation we used a basket for every hallway of the store, steps on the floor and a placard with the message: “Score with products that you changed your mind about”. We used this indirect message because the nudge was about to change the context in which the choice is made, without imposing a particular thing. The basketball design was chosen in order to raise the subject’s satisfaction for the choice made (which has been revealed to be important in a study involving children (Marcu, 2014).

The basket looked as a basketball hoop, with diagonal of 70 cm and height of 50 cm. The steps, which purpose were to guide the buyers to the basket, were green and pointing to the basket direction, thereby inducing the idea of renunciation (of products). Also, devices to observe and record people’s behavior were used, such as camera, pen and paper.

Results. The data collected are representing the number of products left in specially designed baskets and are compared with the number of products left on other districts when there is no intervention with basket.

As we see in the graphic the products left on other districts were 50 in no-nudge condition, yet in nudge condition there were 10 products left in other shelves and 30 products in the basket. This confirms our working hypothesis.



Graphic 1

Conclusions. The nudge effect does not try to change the values system of people or to increase the number of information but focuses on behavioral activation and individual decision-making for the benefit of society and for the long-term interests of individuals (Lehner et al., 2015).

Implementing the nudge effect to reduce the number of products that customers don't want any more and randomly leave them in the store had the desired effect because it was created in a way to attract attention and curiosity of the customers. Adopting such baskets in all supermarkets might lead to a better functioning, more rapid centralizing and rearrangement of those products which are not bought, making employee's jobs easier.

Nudging food choices in Romanian students: food related behavior

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Introduction. Nowadays health care is a core topic for European citizens and policy makers. Life expectancy in Romania, as well as in Bulgaria, Latvia and Lithuania seem to be the lowest in Europe. Even if mortality rates for

children and young people have been declining in European states, Romania seems to have the highest rate of crude deaths in line with some of the countries mentioned above (83.7 %) – partly due to heart diseases, strokes or cancer (67 %). Genetic, biological characteristics, personal behavior, socio-economic background, and physical environment are main factors in the health status of a person. A positive life style (good diet, active life, organized activities) could prevent some of the problems mentioned and their effects.

Healthy diet is a matter of choice. Choosing between eating a pizza with soda or vegetables and a glass of water should be simple and rational, but is it like that? Milosevic et al. (2012) find out that in western Balkan countries the most important food choice motives are sensory appeal (appearance, smell, taste), purchase convenience (availability, price), health and natural content. The least important are the ethical concern and familiarity (politically approved country of origin, environmentally friendly packaging). The strongest determinants of food choices are still convenience and taste beside nutrition labels and dietary guidelines. What is so important about convenience and taste? Is the fact that they sell.

When talking about food choices, behavioral scientists identified different biases that influence this choice (Hank et al., 2013):

- reactance to paternalistic policies (forced behavior);
- status quo bias – choose of default choice;
- sunk cost fallacy – over eating to make the money worth;
- present-biased preferences – the present benefits and costs are more important than the future benefits and costs.

The last bias is related to convenience, which means that people tend to eat unhealthy food because it is more convenient (Hank et al., 2013).

So a change in the environment – making healthier food convenient could change the present bias, and making unhealthy food looks more inconvenient.

Romania is a Balkan country and convenience and taste are important in choosing the food.

Choosing to eat healthy, between courses, for students might seem to be a simple rational choice, but unfortunately it is not always like this. Rationality is being replaced by automatic, heuristic choice. Food choice literature reveals a lot of factors that contribute to food related choice – culture, social, psychological and external factors as well as food itself. (Marreiros, Ness 2009).

Garber, Hyatt, and Starr (2003) stated „that in the food context is important to stress the notion that product performance alone is not the sole determinant of consumer preference and choice, but that all elements of the entire marketing-mix interact to influence consumer preference and choice”. Food preferences seems to be related to the physiological and psychological perception of sensory attributes of food (Marreiros, Ness, 2009).

Half of adults and 1 out of 5 children are having obesity problems (Raport de cercetare, 2011). World Health Organization reveals a lot of data lack regarding the “minimum acceptable diet” and also regarding healthy eating in Romania.

Costache and Nenciu (2013) found out that Romanian population has a high intake in saturated fat products, cholesterol, salt, sugar, refined grains and alcohol. Romanian students eat in cafeterias or lunchrooms from university where you could always find schnitzel, meat, potatoes, sweets, soda, but few vegetables or other healthy food. An observation of a plate of students, when in lunch rooms, could easily make you see that most of them prefer fries with meat which is only 6 lei (1 euro and 50 cents). How could we change this and make students have healthier diet?

Nudging regarding food choice in schools, or university cafeteria could be considered as a way of influencing the choice of students regarding food while letting available all other options simply by changing behavioral cues.

This implies an increase in healthier food choice without forcing choices but with students own volition. Hanks, Just and Wansink (2013) had the idea to do this change by making healthier food convenient, attractive and normative. They found out that students consume more fruits and vegetables, but still did not decrease consumption of other unhealthy products.

One program that was developed in US schools cafeterias was „The National School Lunch Program” that assessed obesity and unhealthy food in young students. The aim of the Program was to reduce favored but less healthful food as French fries, and to rise intake of vegetable, 1 % fat milk and to choose between a fruit or a vegetable (Hanks et al. 2013). Libertarian Paternalism was the main principle used in the new program that make healthful choices salient and easy – in this case nudging students’ choices. Could nudging the food choice of students increase chances for students to eat more healthy in lunchrooms?

Objectives. The aim of this research is to replicate the study of Hanks, Just and Wansink (2013) but in a university cafeteria. The hypotheses was the following: making healthier food more convenient will influence food choice and consumption of healthy products of students in lunchrooms.

Method and procedure. One lunch lines in Babes-Boyle University Cluj (Romania) cafeteria was arranged so as to display only healthier food and flavored milk as in the study of Hanks et al. (2013). The cafeteria is a small room in the city center where most of students eat. Trained field researchers collected purchase and consumption data before and after the conversion. Mean comparisons are used to identify differences in selection and consumption of healthier food, less healthy food and chocolate milk.

Results. The research is still ongoing, but our expectation is that our hypotheses will be confirmed and food choices will be influenced by making healthier food convenient. We expect to see an increase in healthier food and a decrease in amount of unhealthy food consumed by students in the university

cafeteria. Also an increased overall consumption of healthier products is expected (Hanks et al., 2013).

Conclusion. Eating healthy is a matter of choice but most of the time this choice is not as simple as it could look. Healthy students who choose to have a healthy diet means healthy future adult population, a decrease of money given by the country for health, and so on. Our research focuses on finding out if making healthier food convenient will influence the food choice and consumption of healthy products in students, in Romania.

**The impulse buying behavior:
materialism and new values in postmodernity**

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Introduction. Impulse buying has been defined as a spontaneous, immediate purchase (Rook, Fisher, 1995) without pre-shopping intentions either to buy a specific product category or to fulfill a specific buying task (Beatty, Ferrell, 1998; Hadjali et al., 2012). However, impulse buying does not conform to economic or decision-making perspectives in consumer behavior, instead it is associated with complex hedonic psychosocial motivations (Iyer, 2001).

According to Rook (1987) impulsive purchase is caused by a strong push to get an object when the consumer does not care about disadvantage or consequences, instead of planned purchases that pushes the consumer to responding a perceived need at that moment and which may be encouraged by experiential stimulations, also involving the most complex cognitive emotion.

The gratification that an individual is looking through the purchase, is not just the satisfaction of basic needs, is also the result of an internal desire for affirmation of identity, considering the consumer as a tool to make intelligible and socially visible self that expresses its participation in multiple relational contexts (Harre, 2000).

The consumer's desire to satisfy one's self through goods that can be owned, is increasing and therefore the materialism, the tendency for individuals to attribute value to possession of goods and people who own them, to replace the interpersonal relationships with possession of objects (Rindfleisch, Burroughs, Denton, 1997).

Postmodern paradigm falls the pin that ruled all modern age thought, namely, the universal values; social life loses its ideological and institutional center of gravity and thought, to be strong and consistent, become weak and flexible.

Passage from modern societies to postmodern is also characterized by an emerging personality model, formed by multiple coexisting itself, in which each consumer experience is socially contextualized and temporally defined. We live in a culture of “competitive consumption”, which tends to equate happiness with assets owned, which in addition to their practical role, covers two symbolic functions for consumer's identity: an emotional significance, providing means identification and self-expression of self, and social role, communicating to others who you are, or you would like to be (Franzen, Brouwman, 2001).

Objectives. The results of empirical research have shown that the type of product and the degree of involvement seem to have greater predictive power on the purchase on impulse than the individual predisposition (Jones, Reynolds, Weun, Beatty, 2003; Coley, Burgess, 2003). Impulse purchases occur following the sudden appearance of a stimulus. The research objective was to conduct an initial general analysis of the purchase impulsive behavior

in what its relationship is to the “need”, to investigate the causes and determinants that encourage such behavior. Specifically, it is desired to investigate the relationship between impulsivity, materialism and values.

Method And Procedure. The research sample consisted of 250 participants, 79 males (31.6%) and 171 females (68.4%), aged less than 30 and older than 60 years. These subjects were extrapolated from a larger sample of departure which consisted of 350 subjects. 70% of participants were less than 30 years of age, 19.6% of respondents were aged between 31 and 40 years.

Participants were given a self-report questionnaire which consisted of the following tools:

- The Barratt Impulsiveness Scale (BIS-11; Patton et al., 1995), in Italian version (Fossati, Di Ceglie, Acquarini, Barratt, 2001): is a tool that consists of 30 items, used to evaluate degree of impulsivity as a behavioral variable or personality. The total score, general expression of impulsivity, is calculated as the sum of the first or second order factors. Factor analyses of these cases revealed three second order and six oblique first order factors. Three second order factors were the following: Attentional (Attention, Cognitive Instability), Motor (Motor, Perseverance), Non-Planning (Self-Control, Cognitive Complexity). Each item is evaluated on the basis of a 4-point scale: 1. never / rarely; 2. occasionally; 3. often; 4. almost always / always. The factors reliability of this scale is $\alpha=.87$.

- Portrait Values Questionnaire (Capanna, Vecchione, Schwartz, 2005) is a 40 item self-report instrument grouped into 10 scales: power, success, stimulation, hedonism, self-direction, universalism, benevolence, tradition, conformity, security. These scales can be grouped into sizes or higher-order areas: openness to change ($\alpha=.89$), conservatism ($\alpha=.91$), self-transcendence ($\alpha=.84$) and self-improvement ($\alpha=.82$). This tool is based on the “theory of structure of universal values” (Schwartz, 1992). The basic assumption of the

theory is that values are cognitive representations of three types of needs: universally valid biological needs, needs for social interaction, and group survival.

- The Materialism Scale (Richins, Dawson, 1992): is a tool that consists of 18 items and measures three factors of materialism: individual, pursuit of happiness, possession that define success. Responses are scored on a Likert 5-point scale from 1 (strongly disagree) to 5 (strongly agree). The factors reliability of this scale is $\alpha=.81$.

Regression analyses corresponding to the procedure by Baron and Kenny (1986) for mediator effect detection (least squared method) was conducted: (a) regressing the Impulsivity on Materialism, (b) regressing Values on Materialism, (c) regressing Values on both Impulsivity and Materialism. Then, a model including significant effects on regression results was tested with path analysis, using the AMOS 21.0 software (Arbuckle, 2007).

Results. Results of the first regression analysis corresponding to the procedure by Baron and Kenny (1986) confirm that Materialism is a valid predictor of Impulsivity (Beta=.31; $R^2=.10$; $p<.001$). As the second regression equation it was found that Materialism predict Values (Beta=.24; $R^2=.17$; $p<.05$). The last regression analysis results, in which Materialism and Impulsivity are brought together as Values predictors, generally support the mediational hypothesis (indirect effect =.34; $p<.001$), also test bootstrap (Hayes, & Preacher, 2014; Hayes, 2009; Hayes, & Preacher, 2014) was carried out in 2000 bootstrap samples, with a confidence interval of 95%, indicating that there is a partial mediation (Lower limit =.081; Upper limit =.276; $z =.041$, $p<.001$). Moreover Materialism also is a predictive index of impulse buying behavior.

Conclusions. Present study made a general overview of the concept of consumer buying behavior, in particular the purchase impulsive behavior in relation to materialism and values (Dittmar, 2005; 2014), but above all a

contribution to research on the incidence of materialism and values in consumption choices has been provided.

In conclusion it is considered that from the research results on materialism and values of consumption choices showed that: 1) although impulse purchasing behavior is often considered irrational, immature, or highly risky there are other influence factors like market conditions, exchange paradigms and different culture that forces such behavior; 2) regarding materialism, the subjects tend to buy goods for success as materialists tend to judge their success and that of others for the quantity and quality of accumulated assets (Harmancioglu et al., 2009).

Educational basis of political and economic consciousness development

The interrelation between university students' future plans and stress coping strategies

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Introduction. Bachelor's degree studies do not prolong and students start realistically thinking about the future. The completion of studies makes them standing at the crossroads. What are the options of further studying or working, staying in Lithuania, or leaving for searching happiness in another country? The young generation is provided the opportunity to choose. A number of young people prefer further studies, but most frequently opt for work abroad. Leaving a stable environment, parents, friends and moving to another city or country is not an easy decision. Creating plans for the future is

engaging activity, but often the future, as a feeling of uncertainty, is really alarming.

Why some of young people acquire education in Lithuania and leave their motherland and what determines their migration? Does this category of young people have something in common? The results of the previously conducted study (Vaičiulienė, 2014) reflect the correlation between the inferior student maturity of ethnic identity and their plans for working abroad after graduation. An interesting point is to discover more features characteristic of the young people who intend to stay in Lithuania, as well as – to settle in other countries.

Thus, towards the end of studies, future reflections create a kind of a stressful situation. And then, a question how future planning can be related to skills of coping with stress arises? Research results (Howard et al., 2010) suggest that youth have both the future orientation and range of coping strategies necessary for anticipating and responding to potential future barriers to achieving their goals.

The strategies for managing potential barriers included such as seeking resources or social support, voicing one's needs, avoiding negative situations, maintaining focus on one's goals, reflecting on past consequences and potential future consequence. Everyone is accustomed to their own way to deal with anxiety and individually cope with stress. Some have developed adaptive stress coping strategies that help with replacing unfavourable circumstances while others are trying to remove stress by changing the perception of a stressful situation. In the first case, stress coping is related to active individual efforts to resolve the problem, whereas in the second, an individual seeks only to reduce emotional distress. Stress coping strategies which are focused on emotional distress regulation, are less adaptive and are related to poorer psychological health (Eisenbarth, 2012; Tomaka et al., 2013).

Objective. The current study is dedicated to examine stress coping strategies concerning different student's future plans. The study was based on the assumption that more or less effective stress coping strategies are associated with appropriate alternatives.

Method and procedure. The participants were students attending the Lithuanian University of Educational Sciences. Data were drawn from a sample of 109 respondents with the mean age of 23.42 years. The participants were students of pre-school and primary education, physical education, philology (such languages as English and Lithuanian), natural sciences (botany and geography), and psychologists. There were 79 females and 30 males.

In order to assess the students' future plans, they received a questionnaire on their future plans. The respondents were asked what they intend to do after completing their bachelor degree studies – will they stay in Lithuania or go abroad to study or work.

The Coping with Stress Questionnaire (Grakauskas, & Valickas, 2006) was applied for measuring stress coping strategies in the current study. The 24-item Questionnaire consists of four scales, which correspond to the four coping strategies: social support, problem solving, emotional discharge, and avoidance. Coping with stress by the Questionnaire was assessed with a 5-point response scale (from 1-strongly disagree to 5-strongly agree). Respondents rated their agreement relating to the extent to which statements reflect different way of coping with stress. The following indexes of internal consistency (Cronbach's alpha) in the study were: 0.82 for social support, 0.74 for problem solving, 0.75 for emotional discharge, and 0.62 for avoidance.

The students were administered the Questionnaire on Students' Future Plans and The Coping with Stress Questionnaire in their classrooms. The respondents were asked to read the questions and fill in the questionnaires. Anonymity was guaranteed.

Results. The conducted research demonstrates that students create plans for future and differently consider various possibilities. After completion of Bachelor's degree studies, students usually think about work in Lithuania (M – 4.12, SD – 1.03). Studying in Lithuania takes the second position (M – 3.19, SD – 1.13). Studying and working abroad are mentioned by the smallest number of students (M – 2.04, SD – 0.97; M – 2.39, SD – 0.93).

A comparison of the averages of ranks has been made to find out if these differences are statistically significant. The average rank of choosing work in Lithuania is 3.46, that of further studies in Lithuania – 2.71, studying abroad – 1.75 and working abroad – 2.09. Students differently evaluated various possibilities of future plans (Kendall's W = 0.412) and Kendall's coefficient of concordance value is statistically significant because $p = 0.000$. Differences between sexes have been set evaluating only further studies in Lithuania. Female (mean rank = 58.66) rather than male (mean rank = 45.35) respondents more favourably evaluate this plan. Mann-Whitney U test – 895.50, when $p = 0.04$.

The calculation of the Spearman correlation coefficient focused on defining links between stress coping strategies and future plans. Students who are more likely to choose studying abroad have been found to prefer stress coping strategies such as problem solving ($r = 0.21$, $p = 0.03$). Also, this category of students is less likely to rely on social support if appear in a stressful situation ($r = - 0.21$, $p = 0.03$).

As for female respondents, a positive correlation has been determined only between plans to study abroad and the use of coping with problem-solving ($r = 0.28$, $p = 0.02$). More links has been discovered between plans for the future and the use of stress coping strategies among male respondents.

In case of stress, students planning further studies abroad rather than other surveyed participants are less prone to social support ($r = - 0.37$, $p = 0.05$) and emotional discharge ($r = - 0.42$, $p = 0.02$). Upon completion of

studies, students expecting to work in Lithuania, on the contrary, are more likely to use stress coping strategies such as social support ($r = 0.57$, $p = 0.01$) and emotional discharge ($r = 0.48$, $p = 0.01$).

Conclusions. The investigation carried out by students of Lithuanian University of Educational Sciences demonstrate that, upon completion of Bachelor's degree studies, a possibility of working or further studying in Lithuania is evaluated most favourably.

Further studying abroad is more common for the students that find problem solving as an effective stress coping strategy. Also, these students are less likely to use social support that is another effective stress coping strategy.

The conducted research has showed differences in the sex. Female respondents are likely to proceed with studying abroad after Bachelor's degree studies in Lithuania can be characterized by problem solving which is an effective stress coping strategy. Meanwhile, the sample of male respondents has established the correlation between a favourable assessment of studying abroad related to the inferior use of social support (effective strategy) and the inferior use of emotional discharge (ineffective strategy) as well as between a favourable assessment of working in Lithuania positively related to social support and emotional discharge.

Money, income and savings attitudes

The attitude to money as an indicator of personal maturity

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Introduction. Among the transformations, which contemporary society is experiencing, the most impetuous (fast-moving) and dangerous

transformation is the transformation into a consumer society. In such living environment, everything is aimed at a point that a human always wants more; so he/she works for this harder and spends more unconsciously. Information sphere with help of advertising does it so that no one even thinks about his/her real needs. As Americans say, "Nothing personal – just business."

Jean Baudrillard, the founding father of the term "consumer society" named the process of consumption a chain psychological reaction, the nature of which is unconscious and which is controlled by the magic of modern advertising. He believes that consumer society is a society of self-deception. It can be characterized by lack of opportunities of true feelings, and communication, and where even abundance is the result of carefully masked and protected deficit.

Objectives. The goal of our research is identification of relationship between personality characteristics attitudes toward money and its levels of personal maturity.

Results. One of the main problems of consumer society is substitution of true human values to ephemeral values which are profitable for this system. When a child's birth in a young family is controlled by a career care of future young parents, we are able to state with enough certainty that such society is sick. Something that is presented as happiness, in fact is one of the way to divert attention, which leads ultimately to a global dissatisfaction with life. It seems that the standards of living are rising, the medicine is getting better and new technologies have reached the space in the mobile phone scales and so on, but a global happiness remains to be utopia as it has been. As the result we get infantile and unsatisfied society's foundation with a single goal of material goods' consumption. Such society is unable to develop fully, it is only able to use benefits which are accumulated naturally or by previous generations, as a result it is slowly degrading. The permanent greediness in consumer society is

to take everything without any restrictions; it leads to killing happiness of feedback, self-expressing and creation.

The only possible way to counter it is to “turn on mind”, it means understand what is happening and take the responsibility for what is going on and also start acting consciously. The ability to create consciously and consume responsibly is attributive feature of a mature personality. The consumer society is able to be confronted only by a building society. This problem of the modern world is very urgent, therefore, in our study we want to conduct a theoretical analysis of how a particular monetary behavior can be an indicator of personal development. Can ability to earn, manage, invest or spend money as well as its availability, be a real indicator of a personal maturity?

Maturity is the central point in individual human development. This meaning was stated by B. Ananiev, the founder of this scientific direction in the post-Soviet time. Individuality, independence, courage and originality are detached by E.Erikson as qualities of a mature personality, according to E.Erikson to be a mature person means to be different from others. F. Perls, for example, considers the peak of individuality as an ability to take risk in order to get out of any hard situation.

According to A. Rean, your own acme achievement is characterized by ability to self-improvement which includes ability to physical, spiritual and professional improvement. It is achieved by self-education, self-organizing, self-control and self-analyze of your activities. Creativity and creative attitude to your own life are considered to be an acmeological index of maturity among representatives of humanist direction in psychology.

According to C. Rogers, creative people tend to live constructively and adapt to their cultural environment, at the same time they satisfy their deepest needs. They can adapt to a changing environment creatively and flexibly. According to Maslow, to be creative, a person does not have to write books,

music or create art paintings, this creativity presents in everyday life as a natural way of displaying an observant and susceptible individual. Just in such context a maturity attitude to money, as to the source and creation opportunities, is possible to be.

Often money is correlated with material values because the easiest way to get material values is money. However, it can be a way of achieving social and spiritual purposes. For example, it is possible to free your time and receive other resources for self-realization, "invest" money in self-development such as learning a foreign language, setting up own business or travelling. However, the transition of money into a thing happens almost automatically without complicated behavior, that's why just money is considered to be the cause or source of material values. At first glance, this simple causal relationship is transformed in minds of people in such equivalence relation as money, material values and material wealth.

Personal growth affects the basic components of human personality such as values, needs, motivations and social attitudes. Consequently, the need in self-actualization, creativity, self-development and supporting others will dominate among people with mature personality. People with immature personality, in contrast, express expenditure of money for material realization as specific or impulsive purchase. Mature individuals manifest a tendency to over-adaptive, super-situational and creative self-realization. It can be expressed in motives of spending money not only on current consumption, but also on help to others, work and creativity. Thus, need for money is not only a material need, but it is also a social and spiritual need.

An example of these manifestations may be a volunteer movement that appeared in Ukraine in response to the tragic events since 2014 in the Crimea and the Donetsk and Lugansk regions. Since the beginning of ATO in Ukraine the campaign of raising funds for the needs of the army has begun. Since its inception, in the period from March 15th, 2014 till January 4th, 2016, in

frameworks of the campaign "Support the Ukrainian army" 160 285 000 hryvnia had been transferred to the Ministry of Defense's account as a material aid from individuals and legal entities. It was reported by the Ministry of Defense's press service.

Also from the beginning of the tragic events, large numbers of people were forced to leave their homes. The report of the Ukrainian State Service for Emergency Situations, in February 2016 informed: "1 million 14 thousand 583 people had been relocated from the temporarily occupied territory and areas of ATO in other regions." People had nowhere to live, nothing to eat and wear. Volunteers have provided them with everything from food, clothing, and toys to money and accommodation.

It was a maturity test for everybody. It is impossible to say for sure, that those who give are absolutely mature personalities and those who accept aren't. For some people an indicator of maturity will be a gratuitous possible assistance. For others, an awareness of a need to be assisted and ready to take it with a sense of dignity and gratitude is a measure of maturity. It is hard enough to get help in a state of need and not to fall into a state of "evil and unhappy, who is obliged by everyone."

Conclusions. As a result of the theoretical analysis, we are able to come to some conclusions. Features of the individual attitude to money can be an indicator of a degree of personal development. Consumer financial attitude to money will dominate among infantile personalities. Money is considered to be a resource and a new opportunity for self-realization among people with mature personally.

Nevertheless, the index of maturity is reflected not only in ability to give money or spend it on helping others, but also in possibility to accept money as an aid with dignity and gratitude.

The influence of family traditions on debt attitudes

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Introduction. Family is evidently the most important unit of society, which is characterized by a set of social norms, sanctions and patterns of behavior regulating the relationship between parents and children, and performing a number of significant functions, one of which – educational. Representations of children about debt behavior studies – one of the sections of economic psychology – economic socialization. Namely, the means of socialization allow a child to be involved in the surrounding him or her world of economic relations. That is, a child perceiving, comprehending and may be comprising in its already formed representation system economic notions, images, concepts and installations by dint of norms, values and language (the means of socialization) detects a certain compliance with the surrounding his or her society world of economic relations (Juravlev, Drobisheva, 2009).

For the given work primarily interesting is to consider the economic education in a family as in a micro-social factor of economic socialization which determines the development trend of individual's value orientations (Karnishev, Novokshonova, 2012), while making emphasis on debt behavior and the identification of its personal determinants (Gagarina, Pavlova, 2014; Gagarina, Petrova, 2014). Debt behavior certainly becomes an actual research problem both in Russia and overseas as the modern economy suffers from the growth of outstanding loans, debts on utility bills, etc. among population.

Objective of the study is to investigate the interrelation between family traditions and representations about debt behavior.

Research tasks:

1. Carry out a theoretical analysis of the scientific literature on the issue of family influence on economic behavior;
2. Choose a technique to assess attitude towards money in a parental home and to estimate representations about debt behavior;
3. Conduct an empirical study and draw conclusions.

We had formulated a working hypothesis: «There is a relationship between family traditions in dealing with money and representations about debt behavior».

Sample: 64 probationers, aged from 18 to 21, the average age of 19. All of them are students at Financial University under the government of the Russian Federation.

Methods and procedure. In order to find out the peculiarities of attitude towards money in a family we used the method of «Monetary genogram». Besides, to assess debt behavior, we held a «Questionnaire of debt behavior».

Family traditions with regard to money can be determined through the proverbs and sayings used by parents, the distribution of money and strategies of parents and probationer's perceptions of their socio-economic status.

Special attention in our analysis we paid to proverbs and sayings, since according to G.M. Pervova: «Folk wisdom, embodied in a folklore, constitutes an enduring spiritual, moral and aesthetic wealth which is transferred from the older generation to new citizens of our country» (Pervova, Bojok, Koivistoinen, 2012). The core function of proverbs is that they are a source of education of moral qualities. Both qualitative and quantitative analyses were made.

Results. To start, consider the results obtained by the method of «Money genogram». Here is the ratio of the proverbs used by the parents of probationers:

1. «A penny saved is a penny gained» (or, equivalently, «Take care of the pence and the pounds will take care of themselves») – 50%

2. «Penny wise and pound foolish» (or, equivalently, «If you buy cheaply, you pay dearly») – 15%
3. «A little body often harbors a great soul» (or, equivalently, «Good things come in small packages») and «Money likes to be counted» – 14%
4. «Greed leads to poverty» – 3%
5. «No pains, no gains» (or, equivalently, «He who would catch fish must not mind getting wet») – 5%
6. «Time is money» – 3%
7. «A friend in court is better than a penny in purse» – 5%
8. Other proverbs – 5%

Parents transmit their experience of money management through proverbs and sayings and are mostly interested to the matter that their children could learn to handle money correctly (rationally). Parents give their children an image of money, as a means to meet human needs, and do not want them to see the purpose of life solely in the earning money; on the contrary, they want them to be relative rather than highly dependent on money.

These statements are confirmed by the sayings given by probationers, for instance, «Money – is not the most important thing», «Money cannot buy happiness», «A friend in court is better than a penny in purse», «Money does not redeem the soul». At the same time, parents passing on to their children such sayings as «No pains, no gains», «First earn, then you will spend on what you want», «Money likes to be counted», «A little body often harbors a great soul» let them realize how enormous effort is needed to raise money.

It was surprising for us that in proverbs and sayings debt attitudes are not reflected. For example, proverbs «One good turn deserves another», «The debt is small, but does not will to lie down», «Be in the red» (or, equivalently, «In the debt as in silks») were not mentioned even once.

The qualitative analysis of described strategies of parental behavior has shown that contradictions occur quite often, such as one parent chooses

strategy to spend, but the other – to save money, and the respondents do not characterize the strategies of parents as conflict or inconsistent. Estimating who respondents considered themselves in their childhood we can say that in the majority they have answered as the average, rarely as the rich and the rarest answers were as the poor.

Now regard our respondents' representations about debt behavior according to the results of «Questionnaire of debt behavior».

Because of the small number of a sample, we have divided all respondents into two groups by general attitude towards debt: above and below the mean value. The value of «below the average» exhibits a more positive attitude towards debt and the willingness to borrow and lend money, for brevity, call them «the admitting life in debt», although it does not fully display the content of the questionnaire. The value of «above the average» corresponds to a more negative attitude towards debt, an assessment of own debt behaviour as rational and, finally, to the high sense of responsibility for own debts. Again, for short, call them «the avoiding debt». In both subgroups, the most popular proverb was «A penny saved is a penny gained». At the same time, among «admitting life in debt» students, the most common proverb was «Penny wise and pound foolish» (or, equivalently, «If you buy cheaply, you pay dearly»).

Analysing the description of «avoiding debt» probationers regarding financial strategies of their parents, we can say that a half of «the avoiding debt» notice contradictions in financial strategies of their parents whereas among «the admitting life in debt» only one third have contradictory answers, but difference is not significant.

Conclusions:

1. The most popular proverb that respondents have heard from their parents – «A penny saved is a penny gained» – demonstrates a translation of the

- value of saving behavior from generation to generation. Proverbs describing attitude towards debt were not represented by the respondents.
2. The majority of students appraise the position of one or both parents as cumulative, however examples may contradict this specification.
 3. By the results of «Questionnaire of debt behavior» respondents can be classified into «the avoiding debt» and «the admitting life in debt».
 4. In general, there is no much difference between «the admitting life in debt» and «the avoiding debt». «The admitting life in debt» turns out to be more consumption-oriented.

Psychology of poverty

Rural and urban poverty: main differences

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Introduction. Describing poverty as an accustomed phenomenon in rural and urban community is determined by social and psychological peculiarities of territorial community. The established lifestyle with special traditions, values and priorities from one generation to the next is saved and broadcast. Territorial community serves as a communication channel which crystallizes and shares norms of rural and urban life.

In modern Ukrainian society subjective perception of personal financial status as unsatisfactory is common. Although rural people objectively have lower economic status, manifestations of poverty as lifestyle occur both in rural and in urban communities.

Objectives. Subjective feeling poor is based on painful perception of social inequality that exists in highly stratified societies. So the question is whether a culture of poverty is characteristic for rural people which community is relatively homogeneous. Does poverty as a lifestyle exist in city where there are a lot of broad possibilities and opportunities of self-development? What are the main psychological differences between rural and urban poor people? Special group for analysis is a group of migrants from country to city.

In scientific literature as a rule there is opposition of country and city and appropriately defined characteristics, personal features of members of these communities are underlined. According to results of our previous study psychological sense of categories “poor” and “rich” which were defined by rural and urban people has differences.

In general rural youth in ideas of both rural and urban youth arises as poorer than urban one. Urban youth is disposed to understate the level of financial status both for themselves and for rural youth. Young people of rural origin is disposed to link up poverty with such external reasons as a lack of relations and support, hopelessness, ignorance, while urban youth see more reasons in their own passivity, lack of initiative, and conservatism etc.

Method and procedure. In August-September, 2013, 424 people were interviewed. Their age was from 18 to 76 years old. According to the place of residence sample was distributed as follows: rural people – 22,2 %, people from urban villages – 11,3 %, small town – 20,5 %, urban residents of urban origin – 28,5 %, of rural origin – 17,5%. Women – 72,4 %, and men 27,6 %. 50,7% respondents had migration during their life, and 49,3% – did not have one.

It was recorded where a respondent was born and grew and his place of residence for nowadays. In such way five groups of respondents were created: rural people, residents from urban villages, small towns (less than 50 thousand

people), native urban residents and people who were born and grew in country but have lived in city for less than five years and define themselves as urban residents.

The respondents were interviewed by the follow questionnaires: Questionnaire of Psychological Tending to Poverty (V. Vasiutynskyi), Interpersonal Diagnosis of Personality (T. Leary), Questionnaire of Social and Psychological Adaptation (C. Rogers and R. Dymond), Questionnaire “Strategies of Economic Behaviour” (A. Maksimenko), Method “Subjective Economic Welfare” (V. Khaschenko) and Method “Diagnostic of Strategies of Protective Behaviour in Conflicts”

Results. According to the indicators of Questionnaire of Psychological Tending to Poverty (QPTP) the respondents were divided into three groups: with high (43,2 %), medium (25,9 %) and low (30,9 %) level of psychological tending to poverty. Such tendency is relatively more typical for people from urban villages and countries and also for urban residents with rural origin. Instead, residents of small towns and indigenous people of city have lower level of it.

So we have selected ten scales which showed statistically significant differences between rural and urban poor people. So rural people who psychologically tend to poverty, stand out of higher level of externality. They are more prone to put responsibility for their own financial status on other people and external circumstances. They are not ready to take responsibility for the events in their lives over. They are characterized by rejection of themselves and exclusion which are accompanied by acute sense of emotional discomfort. The most popular way to overcome such uncomfortable feelings is escapism or avoiding problems. So rural poor people are prone to pretend that a problem does not exist. They show higher level of cooperativity that indicates their ability to make compromise, to agree with others and to be involved in common issues.

Such features of rural poverty, in our opinion, first of all are connected with social and psychological peculiarities of territorial community and interaction of person and community. So rural people feel more financial deprivation which is based on generally low financial position of other villagers ("The same like others", "I am not worse than others", etc.).

As escapism is one of the features on which a rural poor stands out from a poor in other territorial communities, we checked what other indicators are linked with it. Correlation analysis between index of escapism and other scales among answers of villagers was made. So it was found that for rural poor people escape from real life problems is associated primarily with a sense of financial deprivation. It is accompanied by a high level of criticism and rejection of others, both combined with compliance and conformity. They are critical of others, but they need advice and guidance. At the same time poor villagers feel emotional comfort and adaptability. They accept themselves and optimistically look to their financial future. So the strategy to avoid and escape into the world of illusions and dreams is, above all, a way to adapt to difficult financial problems.

It should be noted that psychologically native urban people and residents of city with rural origin are quite similar. They are more similar than different.

Poor residents of city both urban and rural origin are quite positive about themselves and their features. They tend to egocentrism and have low level of self-criticism. In contrast to other people poor city residents are critical and demanding. They have higher level of adaptability and emotional comfort. Urban people who psychologically tend to poverty show higher level of internality, they usually impose responsibility for their own actions on themselves.

Poor urban people with both rural and urban origin, have business, practical features. They are capable of thinking about and planning their actions. They usually work a lot, but are desperate in their own abilities and

opportunities to achieve results. It is important for them to be approved and accepted by others. In this way they try to avoid or prevent social isolation, which may take place. Like poor people from other territorial communities, they share a passive strategy of waiting, delay and avoidance of problems in difficult financial situations.

It should be noted that native urban people who psychologically tend to poverty do not value education as a resource and do not consider it to be good. They equally rely both on their own strength and support from their family. In this way they demonstrate both internal and external positions.

On the contrary poor urban people with rural origin value education and strive for self-improvement. In difficult financial situations they rely mainly on themselves and their strength that indicate a higher level of internality.

Urban people with rural origin have a higher level of deviance in morality than native residents of city and country. They tend to demonstrative affiliation: they are not ashamed of feelings and openly show them. They demonstrate their positive attitude towards others that is caused by need to get used to new living conditions and to successfully adapt to urban environment.

Interestingly, they strive for material profit as opposed to career growth more than others. They show the strongest desire to have money. Thus they have the lowest level of economic optimism and higher financial deprivation.

Conclusions. The main differences between rural and urban poor people were observed in the level of internality / externality, financial deprivation, emotional comfort or discomfort, acceptance or rejection of themselves, escapism or adaptation to poverty and ability or disability to planning.

Psychological well-being as a precondition of economic development

Material wealth as a manifestation of people's well-being

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Introduction. The problem of welfare is currently the object of research of many disciplines: economics, psychology, sociology, philosophy. This is due to the fact that scientists cannot determine what is the basis for the balance of personality, what it consists of, on what basis it occurs, how it is regulated, and most importantly how you can help the person in achieving the well-being in life.

From a psychological point of view, the term "welfare" has a clear meaning. In the dictionary by Ozhegov welfare is called a relaxed and happy state. In other words, a person can be called successful if he / she is happy with oneself and surrounding reality.

Perception of personal welfare or welfare of others, it's evaluation is based on objective criteria of well-being, success, health, wealth and so on. Last affects sense of well-being. In other words, individual well-being by its very nature is primarily subjective.

Individual well-being has several components. Social welfare is satisfaction of individual social status and actual state of society to which an individual classifies oneself. It also includes satisfaction of interpersonal relationships, status in micro-social environment, as well as sense of community (within the meaning of A. Adler), and the like.

Spiritual well-being – sense of belonging to spiritual culture of society, awareness of opportunities to contribute to wealth of spiritual culture (to

satisfy spiritual hunger), progress in understanding of nature and destiny of man, awareness and experience of meaning in their lives.

Physical (bodily) well-being good physical health, bodily comfort, meeting individual's physical tone.

Material well-being – satisfaction with material side of existence (housing, food, recreation and the like), stability, material wealth.

Psychological well-being (peace of mind) – combination of mental processes and functions, sense of integrity, inner balance. Psychological well-being is more stable when there is harmony of an individual.

All these components are closely interconnected and influence one on one. Enrollment of many phenomena in various components of well-being is rather arbitrary. For example, sense of community, awareness and experience of meaning in life may well be counted among the factors that create peace of mind and not just social or spiritual well-being.

Objectives. In this article we would like to elaborate on understanding of material well-being of people as we believe these issues are relevant in the context of contemporary socio-economic transformations in our country.

Results. Analyzing diversity of manifestations of human well-being it is not impossible to refer to material aspect of our lives. For many people material well-being seems to be the most important factor of happiness, but numerous studies conducted in this course, disagreed, and sometimes their results are highly surprising. So, M. Argyle estimates that winning lottery does not make a person happier but, on the contrary, reduces level of welfare in long term. No doubt only the fact that poverty level is positively correlated with financial support. But having solved the basic problems of survival to be fed and to have a comfortable home is not enough to be satisfied with life.

The opinion that well-being for just a large amount of money is really widespread. A person living from paycheck to paycheck is sure that wealth will reveal to him / her path to happiness. Indeed, money can make people

happier, but only temporarily. Numerous studies show that there is no direct relationship between prosperity and wealth. Moreover, according to statistics, inhabitants of poor countries such as India or Cuba often feel themselves much happier than wealthy Norwegians or Japanese.

Numerous studies on this issue leave more questions. Some of them showed low correlation between wealth and happiness, others – complete lack. When in many countries there has been a considerable growth of well-being, growth of subjective well-being was practically not observed.

D. Campbell and his co-authors in the work "The Quality of American life" showed that among 12 possible sources of satisfaction with life, financial situation is on the 11th penultimate place. The relationship of pleasure and wealth is more evident among the population, whose income is lower, as evidenced by American research, which was conducted in the period from 1981 to 1984. In this case, income greatly affects well-being. However, once average income passes a certain limit, the correlation decreases and disappears. M. Argyle indicates that some studies identified the alignment indicators meet after a certain level of income, but in other scientific works this effect is not installed. So, E. Dinner and colleagues (1995) did not find evidence that indicators of pleasure, starting with a certain amount are smoothed.

Another way to ascertain whether income is a source of happiness and well-being is to consider the features of financial changes. For example, Kenneth Clark in 1996 reviewed the data on 9000 adults of the British and came to the following conclusion: job satisfaction is higher among those whose earnings have increased the most in the last year. However, the analyzed data indicated increase in satisfaction only for a very short period of time, after which they became a kind of addictive.

Because each person belongs to a certain type of person with a certain set of values, and depending on which values dominate, it is possible to see and

trace his / her attitude to money, satisfaction or dissatisfaction with financial situation. It is possible to talk about the impact of subjective personality factors (increased level of responsibility for life, great social experience, violation of expectations, experience of brevity of time, disability) in relation to its material wealth. They result in feeling instability, psychological discomfort, experience of economic insecurity, even if financial situation improves.

Conclusion. So, as you can see, material prosperity as the external aspect does not have a large enough impact on the general level of human happiness. The least happy were those who are the most concerned about money and lives below the poverty line. Further income growth has no significant effect on satisfaction with life, for some people winning the lottery has a negative effect, and the rich are not happier than those whose income does not exceed the average level.

Considering various aspects of personality psychologists believe that sense of well-being in a certain way depends on active life position of a person, which applies to the world not as the object of relations, but as a subject who is able to influence environment and “build” his / her life. In particular feeling of subjective well-being increases significantly due to such activities as physical activity of various origins, social interaction with environment and influence of social activity, realization of intellectual and creative potential.

Inner comfort, spiritual balance, satisfaction with quality of life allow a person to feel happy. This, in turn, it makes individual well-being emotionally positive. Well-being depends on clear goals, conditions for their achievement, availability of resources and, in general, success of implementation of plans of conduction. Feeling of well-being creates positive constructive interpersonal relationships, ability to communicate and to get positive emotions, to meet the needs of people in this. Each of us aims to be successful not only in material but also in spiritual terms. Each person has his / her own

views about welfare, but are they united by the fact that everyone wants to be happy?

Connection between subjective well-being and material state indicators of pensioners

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Introduction. Money is a worldwide fundamental aspect of life, and people spend a lot of time earning and spending it. Activity of rich and poor country governments aims to increase economic growth. Thus, researchers from different scientific fields raise several questions, e.g., if traditional notions of rich people as happy are veritable, does financial prosperity provides people with experiencing well-being?

Questions of relationship between subjective well-being and financial security indicators are studied on purpose of understanding desired income amount for experiencing happiness and analyzing personality traits which determine correlation between these indicators. It is postulated that income level is directly correlated with life satisfaction (Diener, 1993). However, this connection is not absolute, it is determined by a considerable number of factors, both public and personal, constant characteristics and random circumstances.

In particular, the connection between money and well-being is more significant among poor people (Van Praag, 1993; Veenhoven, 1995). They hypothetically experience lack of finances for implementation of certain goals which are important for subjective well-being level increasing. More well-off people have these goals achieved in the required degree that's why there is no

direct relationship between their financial aspirations and life satisfaction (Diener, 1993).

Several studies analyze changes of subjective well-being indicators as a reaction on situational factors. Life satisfaction of a considerable number of lottery winners does not change (or even becomes worse) after receiving a large amount of money. E. Diener (1993) explains this result by the intensity of life changes like a new place of living or social surroundings (Van Boven, 2003) and by returning to a basic level of well-being after satisfying most important needs with those funds (George, 1992).

Despite decrease in income of retired people, they have no significant changes in level of life quality subjective assessment that may be explained by pensioners' readiness to such conditions after retirement (George, 1992), while unexpected changes in financial state are reflected in overall life satisfaction more clearly.

Materialism as a personal enrichment orientation is defined as a negative factor of life satisfaction. The desire of wealth enhancement, great financial success etc. (Veenhoven, 1991) are inversely correlated with general level of life quality assessment. Aiming search of money as the only life goal does not allow realizing person's inner needs. People who are not happy in other areas are looking for satisfaction in material sphere to compensate lack of positive emotions at least to some extent.

C. Nickerson et al. found that materialists are not satisfied primarily with their social relationships. Finally, desire for enrichment is an absolutely impossible goal, as it has no established limits, thus a person may never know where 'enough' for experiencing happiness is.

The mediators of communication economic and subjective well-being are also demographic characteristics. The higher the level of education of a person is, the greater is his / her materialistic tendency and the lower is life satisfaction (Veenhoven, 1995).

Men have more powerful desire for wealth enhancement (Diener, 1993) and more tight correlation between life satisfaction and income than women (George, 1992). In addition, level of financial security is a distinctive determinant of subjective well-being in adulthood, whereas the results of studies for students (Veenhoven, 1991) and elderly people (Borghans, 2008) show that this factor loses its value.

The question of the relationship between economic indicators and subjective well-being is particularly topical among socially unprotected groups, particularly among pensioners who finished their career by age. On the one hand, they knew about the necessity of starting life for social payment so subjective well-being should not change a lot after retirement. On the other hand, as members of the low-income society they may suffer from lack of costs for satisfying their needs that is the direct factor of life satisfaction decreasing. The study was organized to resolve this ambiguity.

Objectives. The aim of the article is to clarify the relationships between indicators of financial state of pensioners and their subjective well-being. In addition, it is reasonable to set the value of a pension, financial support of relatives and subjective satisfaction with material side of life for well-being determination.

Method and procedure. There were 204 participants involved in the study, aged 60 – 88, 140 women and 64 men who are retired by age at the time. The participants were representatives of different social groups (with different marital status, education, pension, residence, etc.). The following questionnaires were used: Satisfaction with Life Scale by E. Diener, Affective Balance Scale by N. Bradburn, QLS by K. Burkhardt, SF-36 and the inventory for the study of indicators of social involvement and financial state.

Results. Summarizing the results of 11 studies, E. Diener and R. Biswas-Diener found that people with high incomes are in 17 % more likely to declare that they are happy (George, 1992). The results of our study revealed that

general life satisfaction of pensioners is higher if they have higher pension, the availability of relatives' financial support and if they are satisfied with material benefits (financial situation, living conditions, food, etc.) ($r = 0,20$; $r = 0,21$; $r = 0,36$, respectively; $p < 0,01$). This relationship is less pronounced among men than among women.

Dissatisfaction with material status or low pension have insignificant impact on experience of positive emotions, but is inversely correlated with indicators of negative affect ($r = - 0,27$ and $r = - 0,21$, respectively; $p < 0,01$). Intersexual difference is the opposite: men are much more likely to be dispirited by lack of benefits and dissatisfaction with material things ($r = - 0,28$; $r = - 0,43$, respectively; $p < 0,01$), than women (for pension index $r = - 0,21$; $p < 0,05$). Thus, finance is not a source of joy in late adulthood, however its lack causes negative emotions as is the reason for worrying where to get money for their own needs and surviving. However, frequency of positive emotions increases if relatives support pensioners financially ($r = 0,16$; $p < 0,05$), that is mainly important for women as the proof of close people's attention and care.

Retirees who are satisfied with their financial situation and who have comparatively higher pension payments feel physically healthier ($r = 0,16$; $p < 0,05$), and indicate better social functioning ($r = 0,16$; $p < 0,05$). It can be noted that financial resources mediate the process of meeting basic needs of this stage of life, e.g. they let a person maintain a positive state of health and establish interaction with environment.

Conclusions. Thus, although the researchers point to the minor role of money during late adulthood, pensioners' income correlated with their subjective well-being. In particular, they evaluate life as good and successful if gained higher social payments during the employment period of life. For men, this indicator of social status is particularly important. Female pensioners instead experience positive emotions and life satisfaction if they are supported

by the closest people. To some extent the financial situation of retirees is associated with assessment of their own health status, especially overall physical and social functioning, ability to build relationships with others.

Entrepreneurship psychology

Employees' team roles depending on their motivation and entrepreneurial skills

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Introduction. The significant changes take place in the modern Ukrainian society that affect almost all areas of life. One of the signs of social and economic development is the predominance of group forms of activity. In everyday life in enterprises and organizations the term "team" is increasingly used to designate working groups. This shift is due to the fact that teams' work is more effective than work of groups. A personal interest in their effective work is one of the important factors of successful activity. This research aims to study team roles of employees and two main trends of employees' motivation – to achieve success and to avoid failure.

Besides, in this research we studied employees' team roles, which are based on role structure by M. Belbin (M. Belbin, 2010). Team roles came to be defined as a tendency to behave, contribute and interrelate with others in a particular way. It was found that different individuals displayed different team roles to varying degrees. Whilst some team roles were by more "high profile" other team members shouted more loudly than others, each behavior was essential in getting a team function successfully from start to finish.

The following eight team roles were studied in this research: 1) *head* – a person responsible for making decisions and for actions of the team, 2) *shaper* – a leader who unites all members of the team in a coherent whole, 3) *ideas generator* – a source of new ideas and proposals who is characterized by creativity, 4) *ideas evaluator* – critic who is responsible for analysis and inferences, 5) *work organizer* – a worker who can transform ideas into concrete tasks and monitors by its implementation, 6) *group organizer* – a worker who can rally the team and resolves disputes, 7) *resource investigator* – a worker who plays the connecting link with the external environment, 8) *finisher* – is the most effective member of a team in the end of a task to “polish” the work, subjecting it to the highest standards of quality control.

Of course, for effective and smooth team work presence of all team roles is necessary. Nobody is perfect each of us has strengths and weaknesses. The main factor in the formation of successful teams is to develop positive characteristics of a person, make "allowable weakness" not dominated in individual and collective activities.

Motivation of employees in organization can be defined as the process of encouraging ourselves and others to activities aimed to achievement of common goals and personal success. Aspiration to achievement of success or motive to achievement is steady individual's need to achieve success in different kinds of activities (McClelland, 1971).

G. Murray considered the motive of achievement as a steady need to achieve successful result in work. Considering people's motivation, it should be noted that a person is characterized by its two manifestations: motivation to achieve success and motivation to avoid failures. People with high motivation to achieve are successful, showing increased interest in work and enjoy their activities. People with low motivation to achieve are more interested in factors of environment; what other people think about them and their work is very important for them.

The study identified five general entrepreneurial characteristics that are important components of successful work: need for achievement, need for independence, creative inclinations, ability to go for a reasonable risk, commitment and determination.

Objectives. The purpose of this paper is to study team roles of employees depending on their level of motivation and entrepreneurial skills.

Methods and procedure. The research was conducted on production enterprises among 268 employees, men and women, aged from 25 to 60. Team roles, peculiarities of employees' motivation and motivational types as well as main entrepreneurial skills of employees were studied.

We used the following methods: 1) technique to reveal managers' team roles, which presented 8 team roles; 2) method to reveal motivation to achieve success and method to reveal motivation to avoid failures by T. Ehlers; 3) General Enterprising Tendency Test.

Results. Employees' orientation on main team roles during joint implementation of production tasks was studied by empirical research. Level of team roles that employees perform in a group was also investigated. It was found that among respondents there are employees who have expressed one team role with its characteristics, and employees, who have expressed several team roles. Analysis of the study results made it possible to distinguish two groups: 1) employees who have expressed one particular team role – 75% of respondents; 2) employees who have expressed several team roles – 25% of respondents.

Using Independent Samples Test we found statistically significant differences between employees who have expressed one team role and employees who have expressed several team roles by their motivation to achievement success. It was found that motivation to success is statistically higher for workers who have expressed several team roles ($t = 2,907, p < 0,05$).

These employees have personal traits and skills that are topical of several team roles, so they can be characterized as qualified professionals.

The study found statistically significant differences between employees who have one team role and employees who have several team roles by the level of communicative skills representation ($t = 2,691$, $p < 0,05$). Employees who have expressed several team roles and who have more personal and professional characteristics have a higher level of communicative skills.

Analysis of correlation matrix showed a statistically significant correlation between employees' entrepreneurial skills and roles they play in a team. Correlation showed significant positive relationship between the team role *ideas generator* and entrepreneurial skills ($r = 0,216$, $p = 0,000$). That is, we can say that the higher was the level of employees' entrepreneurial skills the more they expressed team role *ideas generator*.

It was also found a significant negative correlation between entrepreneurial skills and team role *work organizer* ($r = 0,131$, $p = 0,033$). These results make it possible to say that the higher level of employees' entrepreneurial skills the less they expressed team role *work organizer*.

During research a negative correlation between employees' entrepreneurial skills with team role *group organizer* ($r = 0,229$, $p = 0,000$) was revealed. This allows us to say that the higher level of entrepreneurial skills the less they expressed team role *group organizer*.

However, a negative correlation between employees' entrepreneurial skills and team role *finisher* ($r = 0,149$, $p = 0,015$) was found. It points that the higher level of employees' entrepreneurial skills the less they expressed team role *finisher*, which are characterized by pedantry, responsibility and obligation.

Conclusions. It should be noted that employees of production enterprises perform some team roles in professional activity. They can perform several team roles at one time. Moreover, the employees who are characterized by

several team roles have higher level of communicative skills and higher motivation to succeed in their work. Studying the features of relationship between employees' entrepreneurial skills and team roles we revealed significant relationships between entrepreneurial skills and team roles *ideas generator, work organizer, group organizer, finisher*.

Social representations paradigm for research in political and economic psychology

Social representation of financial crisis

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Introduction. This paper analyzes the concept of social representations of the financial crisis and presents the results of an empirical study of social representations of different categories of citizens.

The concept has a long history in a number of related disciplines in social sciences. The term social representation is associated primarily with the name of an outstanding social psychologist Sergio Moscovici (Moscovici, 1998), who defines them as "cognitive systems, which have their own logic and language" or "attitudes in relation to anything".

At the current stage of development of society the leading role in the processes of social representations is played by media communication. Individuals become carriers of social representations; people get involved in communication mediated by books, architecture, cinema, press. According to the theory, media communications replace immediate discussion of significant

issues in formation of social representations regarding the discussion in these aspects of social reality.

It is said that economic crisis is over, but it still affects people. Sanctions imposed on Russia have been actively discussed by media recently. We presume that the situation with sanction imposition cannot but affect the associations connected with financial crisis. Social representations of crisis are formed by mass media and influence economic behaviour for this reason has practical application and requires scientific investigation.

Objective of the study is to investigate the content of social representations of financial crisis.

We formulated a working hypothesis: Social representation of financial crisis is influenced by mass media and includes word “sanctions”.

Method and organization of the study. The content of social representations of financial crisis was assessed through free association task with the stimulus/target word described below.

We interviewed 98 respondents, aged 17 – 21 years, 73% of which are women, 27% – men. To determine the structure and content of social representations we used the method of free association. Respondents were asked to write down words and word combinations that come to their minds when key words are mentioned. The key words are: financial crisis, debt, credit and savings. We were interested in associations connected with financial crisis; other words were used as controls to identify similarities and differences in social representations about the financial crisis from other phenomena of economic reality.

Results. After completing the protocol, all data were entered in Excel spreadsheet and associations rating about each keyword were also made up. From free association test ideas spontaneously connected to the financial crisis were identified. We analyzed associations both qualitatively (the meaning)

and quantitatively (frequency). Those which were mentioned first and more frequently appear to be the most significant ones.

The most common association for the keyword "financial crisis" – is "unemployment". It was used by 13% of respondents and mostly put on the first place. The next in rating was "economy", mentioned by 11%. Then followed the word "poverty", 10%. It was interesting to find out positive associations: the "overcoming" (2%) and "output" (2%) as well.

"Sanctions" were used by 4% of respondents and all of them put this word on the first place.

Then we compared social representations of financial crisis of students with different educational background (Financial (N=66) and Humanities (N=28)). Their association differs a lot. Social representations of financial crisis for students with major "Finance" include unemployment, money, economy and decline. For students with major "Sociology and Political Science" it includes poverty (19%) and inflation (19%), shortage (17%) and sanctions (6%). We can see, that social representations of financial crisis for students with "Finance" major are focused on negative consequences for economy of the country and are more abstract. While sociologists are more focused on consequences for people.

So we can conclude that financial crisis obviously has negative connotation associated with unemployment, poverty and decline in economy. Sanctions, being widely discussed in mass media have reflection in social representation of financial crisis. We think that it is just a temporal characteristic but now perceived as inevitable part of financial crises.

We used other key words reflecting economic reality for better understanding of their social representations. No significant difference was found among the content of social representations of credit, debt and accumulation among Financial and Sociological department students.

Concerning the keyword "credit", the most popular in this case is the word "bank" and "interest". This is followed by the word "money" and "duty". If we talk about associations of the word "debt", the situation is as follows. The most popular words in this case are: "money", "commitment" and "obligation". While both "debt" and "credit" are about borrowing and owing money and duties – "credit" is perceived as more neutral and "debt" is perceived as more binding. These results correspond to data of other studies obtained from semantic differential method for "debt" and "credit" (Gagarina, Pavlova 2009).

Regarding "accumulation", the most popular word is "money". The second place by importance can be given to "opportunity", "dream", "savings" and "bank".

Conclusions.

- Social representations of financial crisis reflect social reality and are influenced by mass media and background of people;
- The influence of mass media on social representations of financial crisis can be proved by presence of "sanctions" among free association;
- Social representations of financial crisis among students with financial education reflect its consequences for global economy while students with education in humanities are more concerned on consequences for people;
- Social representations of other notions reflecting economic reality are similar among students with different educational background.

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