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Анотація. Проаналізовано поняття драйверної поведінки як прояву сценарної моделі, отриманої дитиною від батьків, визначено поняття «драйвер» та описано п'ять драйверів, виділених на даний момент: «будь кращим», «роби інших щасливими», «намагайся», «ніколи» та «поспішай». Проаналізовано, теоретично обґрунтовано та емпірично перевірено зв'язок виявлень драйверної поведінки з притаманним підлітку психологічним благополуччям. Запроновано вивчення такого зв'язку через те, якими позитивними цінностями керуються підлітки з різними рівнями притаманних їм драйверів і наскільки самоактуалізованими вони є. Основні гіпотези дослідження підтверджено.

Ключові слова: драйвер, драйверна поведінка, життєвий сценарій, підлітки, психологічне благополуччя, «сильні риси особистості», самоактуалізація.

Аннотация. Теоретически и методологически обоснована возможность изучения связи между проявлениями драйверного поведения и присущим подростку психологическим благополучием через позитивные ценности, которыми он руководствуется, и уровень его самоактуализации. В соответствии с результатами эмпирического исследования, подросткам, которым свойственно проявление всех пяти выделенных на данный момент драйверов, характерен значительно более высокий уровень переживания психологического благополучия. Те подростки, которые руководствуются ведущим драйвером «будь сильным», являются более самоактуализированными, а те, которые следуют драйверу «будь лучшим», в большей степени придерживаются позитивной ценности «храбрость». Высокие показатели по ценностям «духовность», «понимание прекрасного» и «трансцендентность» сопровождаются значимо более низким уровнем проявлений драйверного поведения.

Ключевые слова: драйвер, драйверное поведение, жизненный сценарий, подростки, психологическое благополучие, «сильные черты личности», самоактуализация.

Problem identification. The topic of family scenarios and driver behavior, unfortunately, is still not well learnt for today, although the works of such psychologists as E. Berne, T. Kahler, M. Cox (the author of the driver behavior questionnaire), M. & R. Goulding, W. Cornell and others have become accessible to the reading public.

As R. Campbell states, all parents love their kids yet not all are able to show it (Campbell, 2015). The topic chosen for the article is actual and important because parents knowing their weak points as well as possible unresolved childhood offences, accepting and speculating upon them will enable themselves to reflect more on their behavior as a mother or a father. Observing one's reactions and emotions that may arise when dealing with one's own children so that the parent's personality is not detrimental but supportive and stimulative for the child is a crucial precondition of her psychological well-being.

Driver behavior is more likely to manifest itself in a stressful situation (Goulding & Goulding, 1997; Makarov & Makarova, 2002). Nevertheless, as representatives of transactional analysis believe, if a subject fails to cope with the stressful situation with driver behavior, she acutely feels her instability and gets under the impact of parental messages (Makarov & Makarova, 2002). This idea is similar to that of N. Nayenko: fulfilling complicated tasks under extreme conditions of activity is often linked to the threat to the subject's personal well-being (Nosenko, 2010). So, the youngster who experiences a life status of "I am not OK" may not reflect on why in certain situations her behavior repeats itself and appears standard.

The objective of the present study is to learn the relationship between the manifestations of driver behavior and youngsters' psychological well-being.

As E. Berne and his followers state, parental commands and countermands which are five singled out drivers lying in the basis of driver behavior come from a parent's frustrated child Ego-state (Makarov & Makarova, 2002). Thus all feelings and emotions which parents experience in this state may hinder their children's full development and fulfillment of all tasks which arise in front of them.

T. Kahler stresses that drivers can be partially inborn, meaning they can be the result of the influence of natural factors and the factors of upbringing. H. Capers believes that drivers can be seen as a child's strategy of survival when shaping the scenario that helps explain their evidently being automatic (Capers & Kahler, 1974; Kahler, 1975). Other theorists state that all drivers are mottos which children first hear from their parents (Capers & Kahler, 1974). Although all these assumptions still remain only assumptions. By now one of the most perspective tasks is creating convincing arguments of driver behavior origins.

T. Kahler discriminates safe and unsafe scenario models and relevant variants of driver behavior. Driver (in English – "coachman", "the one who drives and calls") is one of the five distinctly determined ways of behavior that is realized in the period from half a second to a couple of seconds. Drivers are behavioral manifestations of scenario messages from real parents to a child, for instance, from a mother to a son (Makarov & Makarova, 2002). Drivers are shaped on the basis of messages, or directions, which come from parents and determine a negative scenario of a person's life, represent a parallel Parent – Parent transaction, and are stored in the child's parental Ego-state.

Driver behavior regulates following the scenario switching on in certain situations and directing a subject to the set behavioral pattern. The driver when pushing the subject to fulfill the scenario behavior gives her the feeling of well-being thus keeping the state "I am not OK". In other words, this schema sounds this way: "You are safe when you follow the scenario, if you do not – you are unsafe" (Makarov & Makarova, 2002).

T. Kahler named every driver as a parental command or countermand (Kahler, 1975).

1. When the driver "*be the best*" is played, the individual is subordinated to the voice of the inner father: "You will feel "I am OK" only when you do everything in the right way". The Ego-state of the adaptive child reacts to the father's voice: "Until I do everything I can, I will not finish my work", and makes heroic efforts and performs "feats". The mimics and gestures of such a person are similar to those of an adult, but tension is evident. The speech is very detailed, the person explains everything not omitting any trivia. The words that complement the main idea yet do not carry any additional information may appear (whatever it is, perhaps, obviously, without a doubt and the like). The gestures and mimics of a thinker are typical of these subjects, they count fingers, hold the chin or forehead. The look is directed forwards or upwards to a certain point as if the person is reading the text in front of her (Makarov & Makarova, 2002).

2. If a person has "*make other people happy*" as a dominant driver, the parental voice dictates: "You are safe only when you make others happy". Meanwhile a response comes from the Ego-state of the adaptive child: "I hope I make others happy but I am afraid that any moment there will be someone who will not approve of my conduct". Such clients see making their therapist happy as their task: they are all right, they nod and agree, and during this they have their body leaned forward. The estimation of one's own state ranging from high to low is typical of this driver. For instance: "I feel good today, but what will be tomorrow?", "my well-being depends on my mood". People of this type often ask: "Right?", "Are you fine?", "Something like...?", "A type of...?". They usually speak in a high, screamy voice, accompanying their speech with gesticulation and nodding. The posture is characterized by risen shoulders and the body leaned to the interlocutor. As a rule, they look from the eye-brows, lowering the face a bit (Kahler, 1975; Makarov & Makarova, 2002).

3. A personality with a dominant driver “*try*” will more often use the words “try” and “attempt”. When using the word “try” it typically means “I will try to do this instead of doing this”. The pitch of the voice is usually muffled and atonic. When speaking the posture is the same as that of the “make others happy” driver, the person gets slouch, keeps her hands in her lap, the face is often tense, the frowns above the noseband appear.

4. When revealing the driver “*never*”, the person experiences and strengthens the development of her “never” scenario and scenario messages “I will never get what I so much need”. Possibly, such a personality demands emotional or tactile contact with others yet she in no way lets them know this (Berne, 1970). The subject with this driver often uses the words expressing the idea “I cannot bear responsibility for my feelings and acts because they are called by external reasons”. For instance, “you make me feel nervous”, “this movie makes me sick”, “an idea has come to my mind”, “situations like this get me depressed”. The person rarely speaks from the first person and usually does it in a monotonous, even tone. Gestures are missing. Hands are crossed in the chest, one leg is across the other, the body is fixed. The face mostly does not express anything.

5. The words typical of the driver “*hurry up*” are hurry up, let’s go, there’s no time, we’ve run out of time. The tone of the voice is jerky, the subject speaks rapidly and swallows words. At the same time she may tap fingers, stomp, sway, swirl, and permanently look at the watch. There is no characteristic posture, yet an impression appears that the person is excited. Facial expression frequently changes, attentive look is characteristic.

Every person manifests all abovementioned drivers, but usually one of them reveals itself more often than others. After detecting the basic driver, the conclusion can be made about the type of the main scenario process (Steiner, 1974). The driver cannot be specified following the only dimension, several simultaneous features must be found.

From the examples given above we can infer that driver messages in the scenario influence the life status in a certain specific way (Steiner, 1974). During this process a parental message is read in this way: “You are OK if... you are the best... you make others happy...” and the rest. Thus when a person is in a scenario and demonstrates driver behavior, her life status equals to “I am OK until I follow a specific driver”. Therefore the representatives of transactional analysis state that drivers reflect the position of a conditional “OK” (well-being) (Makarov & Makarova, 2002).

Basing on the theoretical material as for the matter of driver behavior and the specifics of adolescents’ psychological well-being we hypothesized that a higher level of driver behavior is typical of the youngsters with the high level of psychological well-being in comparison with that of the subjects with the low level of psychological well-being. Such a hypothesis was based on the assumption that driver behavior serves for accompanying a person’s fulfilling her life scenario and plays the role of a life position that is called “conditioned I am OK” or “a mental set” by the representatives of transactional analysis meaning it becomes an internal subject’s demand for herself, a certain standard, and a condition of a good self-feeling simultaneously (Berne, 1970; Kahler, 1975). Thus, following driver behavior is a crucial condition of feeling one’s well-being as satisfactory (Berne, 1970; Goulding & Goulding, 1997). According to the researchers, a deviation from a scenario that is not following a certain driver makes a person feel “I am not OK” (Makarov & Makarova, 2002). In other words, the schema according to which this works sounds this way: “You feel safe and OK when you follow the scenario”, if you do not – “you are unsafe and not OK” (Makarov & Makarova, 2002). Such understanding of well-being in transactional analysis gave us grounds to view the life position “I am OK” as analogous to the state of psychological well-being for youngsters and expect a certain relationship between them.

With reference to the idea of a Russian psychologist O. Idobaeva who sees the process of self-actualization, i. e. a successful and continuous strive for realization of

one's possibilities, talents, ideas, and capabilities, as a sign of psychological well-being in youth (Idobaeva, 2010; Vakhromov, 2000), in our following empirical hypothesis we purposed to research driver behavior indirectly and assumed that the high level of manifestation of such drivers as "try", "be the best", and "be strong" accompanies the high level of self-actualization in the young age.

These particular manifestations of driver behavior were chosen because following any of them encourages a personality to take active actions, continuously try to attain the goals set, realize her possibilities, and try to feel better than yesterday (Makarov & Makarova, 2002; Steiner, 1974) that is assonant to the very meaning of the concept "self-actualization". Any of them is as if oriented towards permanent perfection of a personality, continuous internal and external activity that must always be in dynamics.

As A. Maslow and representatives of humanistic approach believe, the process of self-actualization and personal growth demands constant readiness for risk, refusal from comfortable and familiar conditions, the absence of fear to make a mistake, and all the rest that increase a subject's anxiety and tendency to look for safety (Maslow, 1954) as well as the formation of so called "Iona complex" that is the fear of success that prevents youngsters from achieving their aims and self-perfecting (Hjelle & Ziegler, 1992; Maslow, 1954). So, in our expectations we relied on the Maslow's thought that children who were brought up in a safe and friendly atmosphere are more prone to get healthy notions of the processes of personal growth (Maslow, 1954). When the conditions of development are adequate and nothing threatens the satisfaction of a child's basic needs, personal growth brings pleasure. And vice versa, children who fail to develop their true potential are prone to constantly react on their needs deprivation, including the case when their need for safety is under threat (Hjelle & Ziegler, 1992). We hypothesized that such factors as the fear of success, excessive need for safety and strive for self-actualization can be related to the type of family atmosphere and the style of parental upbringing where a personality was formed and be evident through the manifestations of driver behavior that, according to T. Kahler and other transaction analysts, come from the parents' Ego-state of a frustrated child (Makarov & Makarova, 2002). Correspondingly, all feelings and emotions that parents experience in this Ego-state may come in the way of their children's full development (Goulding & Goulding, 1997) and directly influence the children's strive for self-actualization both in a positive and negative way.

When formulating empirical hypothesis we decided to pay attention to those positive values which guide a personality, because as M. Seligman and K. Peterson believe "positive" or "healthy" character features lain in the basis of all people universal values which guide an optimally functioning personality cause her psychological well-being (cited by Nosenko, 2010). Taking the idea that psychological well-being is related to youngsters' having positive values we aimed at indirectly investigating the connection between driver behavior and the level of psychological well-being.

We hypothesized that for the youngsters characterized by the high level of such virtues as "courage", "zest", "perspective", and "bravery", the high level of the dominant driver "be the best" is typical, in comparison with the subjects having these virtues expressed inconsiderably. At the same time we believe that the higher the level of manifestation of such drivers as "try" and "be strong" is, the more the virtues "perseverance" and "leadership" are typical of a young personality.

These hypotheses were based on the assumption that the above mentioned virtues are typical of the youngsters who demonstrate the high level of driver behavior as they were brought up and reinforced by the parents of the corresponding outlook. This means that parental upbringing and examples strengthened the virtues that to the maximum extent corresponded to the essence of the driver that was shaped under the influence of such upbringing. When formulating this hypothesis we grounded on the Berne's and his colleague Steiner's idea that children consciously and unconsciously copy both their meaningful adults' external behavior and their internal reaction models (feelings,

values, and beliefs) as well as the life scenario and driver patterns included into it. All these create an unconscious life plan that is shaped in the childhood and reinforced by parents' behavior (Berne, 1970; Kahler, 1975). Although parents cannot force a child to make a decision, they nevertheless produce a strong impact on her sending her both verbal and nonverbal messages. On the basis of these messages the child creates her vision of herself, of other people and of the life in general that make the grounds of her life scenario (Berne, 1970; Kahler, 1975; Steiner, 1974). The idea of V. V. Makarov is appropriate in this context: "You remember that a child is born with 100% of well-being, she takes the world as real, full of possibilities and wonders. But when her parents put on her "the unsafety spectacles", the world gets distorted. The child may even get blind, and then her parents give her a driver – a universal tool of living blindly. The child grows up and chooses a partner and close surrounding with the same distortions of the world" (Makarov & Makarova, 2002: 126).

We also hypothesized that the high indices of driver behavior accompany the low level of the manifestation of such virtues as "humor", "spirituality", "appreciation of beauty and excellence", and "transcendence". When formulating this hypothesis we based on the Kahler and Steward's thought that the nature of driver behavior to a certain extent is characterized by the stereotyped behavior and thinking at a particular moment (Makarov & Makarova, 2002; Kahler, 1975; Steiner, 1974), people with their typical drivers often tend to behave in the rhythm and direction that their dominant driver dictates, meanwhile the virtues "spirituality", "appreciation of beauty and excellence", "humor", and "transcendence" imply such an important aspect of human existence as creativity, meaning coming beyond one's set frames, specific perception and feeling of the external world, and creation of something new (Granovskaya & Krizhanskaya, 1994).

The virtue "transcendence" is manifested in a person's having developed notion of the meaning of life and feeling her own bond with the world around. "Appreciation of beauty and excellence" implies the ability of a person to notice and value the beauty and perfection on all spheres – nature, art, science, and everyday life. "Humor" is described as a person's ability to find the bright side in any situation. Finally, the virtue "spirituality" characterizes a person as believing in the sense of life and in superior power, comprehending her own purpose and living with a belief to have support (Nosenko, 2010).

We hypothesized that the high level of the driver "make others happy" is accompanied with the high level of such virtues manifestation as "kindness", "spirituality", "prudence" and "forgiveness". We expected that all these virtues concern the social life of a personality, the level of youngsters' needs satisfaction in interpersonal communication, the ability to create intimate relationship, and the successfulness of implementing their social roles that increase in number in the period of youth (Kon, 1973).

The above mentioned ideas lay in the basis of an assumption according to which there is certain specifics of the relationship of manifestation of the level of driver behavior with the level of psychological well-being, self-actualization, and positive virtues in the young age.

With the purpose of finding out the character of the relationship of driver behavior and psychological well-being, self-actualization, and inherent virtues in the young age the methods of theoretical analysis allowing to indicate basic features of this phenomenon and their manifestations were used. Psychodiagnostic method was used as one of the empirical methods, these were the following questionnaires: M. Cox's Driver Behavior Questionnaire, the Ryff Scales of Psychological Well-being, (adapted by M. M. Lepeshynskiy), *VIA-IS* "Values in Action" by K. Peterson and M. Seligman, Personal Orientation Inventory by E. Shostrom (adapted by Alyoshina Yu. Ye.).

The results of the empirical research were processed with the help of mathematical and statistical methods: Kolmogorov–Smirnov test for data distribution check, non-parametric ρ -Spearman criterion for the correlation detection, and U-Mann–Whitney

test for groups comparison. The data were checked with the help of the mathematic and statistical program SPSS Statistics 23.

The empirical research was carried out in March and April of 2016.

So, a non-parametric ρ -Spearman criterion was chosen to make the correlational analysis of the relationship between the indices of driver behavior and the level of psychological well-being of the respondents what is graphically displayed in Table 1.

Table 1

The relationship between driver behavior and psychological well-being (according to ρ -Spearman criterion)

The names of the drivers	Be strong	Try	Hurry	Make others happy	Be the best
Psychological well-being	0,362**	0,453**	0,375**	0,449**	0,538**

** – statistically meaningful relation at $p \leq 0,01$

* – statistically meaningful relation at $p \leq 0,05$

So, the youngsters characterized by the high level of manifestation of driver behavior for all the five drivers feel much psychologically better than those whose driver behavior is expressed less.

Such results coincide with the theoretical data by V. V. Makarov who believed that a driver pushing a personality towards scenario behavior gives her the feeling of safety, i. e. supports the feeling of “I am OK” (Makarov & Makarova, 2002). Our data completely consonant with the ideas of E. Berne, K. Steiner, M. & R. Goulding: driver behavior plays the role of a conditional life position “I am OK” and “mental set” that simultaneously becomes the subject’s demand towards herself, a certain standard and a condition of a good self-feeling (Berne, 1970; Kahler, 1975). So, following driver behavior is a necessary standard of feeling one’s state as safe (Berne, 1970; Kahler, 1975). This means that the personality who is characterized by driver behavior in general feels more safe when follows the conditions of the scenario and her dominant driver, if she fails to fulfill these conditions, she starts acutely feeling her unsafety.

With the purpose of verifying differences in manifestations of driver behavior between the youngsters with high and low indices of psychological well-being and considering the fact of abnormal raw data distribution, a non-parametric U-Mann–Whitney criterion for independent variables was chosen (see Table 2). The subgroups were picked up according to the levels of psychological well-being after finding the mean.

Table 2

The differences in the groups of youngsters with the high and low levels of psychological well-being as for different drivers manifestations (with U-Mann–Whitney test for independent samples)

The names of the drivers	Ranges of research participants		U-Mann–Whitney criterion values	p
	Low level of psychological well-being	High level of psychological well-being		
Be strong	26,19	36,13	588,5	0,027
Try	24,37	38,52	650,5	0,002
Hurry	25,37	37,21	616,5	0,008
Make others happy	23,87	39,17	667,5	0,001
Be the best	23,42	39,75	682,5	0,0001

As we can see from Table 2, there are significant differences between the subgroups of the subjects with the high and low levels of psychological well-being on all the five measured indices: drivers “be strong”, “try”, “hurry”, “make others happy”, and “be the best”.

When verifying the hypotheses of our research where we stated that the high indices of driver behavior go along with the low level of the manifestation of such virtues as “appreciation of beauty and excellence”, “optimism”, “humor”, “spirituality”, and “transcendence” and that the high level of the driver “make others happy” is accompanied by the high level of the manifestation of such virtues as “kindness”, “humility”, “prudence”, and “forgiveness”, the method of finding correlations with the help of the non-parametric ρ -Spearman criterion for abnormal data distribution was used (see table 3).

Table 3

The relationship between the patterns of driver behavior and youngsters’ virtues (according to ρ -Spearman criterion)

The names of virtues	The indices of ρ -Spearman criterion				
	The driver “be strong”	The driver “try”	The driver “hurry”	The driver “make others happy”	The driver “be the best”
Appreciation of beauty and excellence	0,036	0,233	0,049	0,186	0,196
Optimism	0,069	0,089	0,046	0,187	0,204
Humor	0,110	0,105	-0,106	0,214	0,150
Spirituality	0,139	0,138	-0,010	0,246	0,268
Transcendence	0,133	0,148	-0,081	0,222	0,215

When looking at table 3 we can see that there are no meaningful correlations between the drivers “be strong”, “try”, “hurry”, and “be the best” and such virtues as “humor”, “spirituality”, “appreciation of beauty and excellence”, and “transcendence”. According to T. Kahler and Y. Steward, the nature of driver behavior is characterized by certain rigidity and predictability of conduct and thinking (Capers & Kahler, 1974; Makarov & Makarova, 2002; Kahler, 1975), people often tend to behave in the way that their dominant driver demands, meanwhile the drivers “spirituality”, “appreciation of beauty and excellence”, and “transcendence” provide creating something new and seeing the world from the unconventional perspective (Granovskaya & Krizhanskaya, 1994).

Considering the above mentioned, the values “spirituality”, “appreciation of beauty and excellence”, “humor” and “transcendence” are not related to youngsters’ driver behavior as they cannot be curbed by its banality and steadiness. The thought of transactional analysts according to which driver behavior is unconscious and switches on in stressful situations and K. Peterson and M. Seligman’s idea that young people following the values listed above are well functioning – support our findings (Nosenko, 2010).

When verifying the last hypothesis of the research in which we expected that the high level of manifestation of the driver “make others happy” is accompanied by the high level of presence of such values as “kindness”, “spirituality”, “prudence” and “forgiveness”, some correlations were found (see table 4).

Table 4

The relationship between the driver “make others happy” and youngsters’ specific positive values (according to ρ -Spearman criterion)

Positive values	The driver “make others happy”
Kindness	0,101
Spirituality	0,214
Prudence	0,121
Forgiveness	0,346*

* at $p \leq 0,05$

When analyzing the results from Table 5, we can see that there are no meaningful correlations between the phenomena except for the correlation between “forgiveness” and driver behavior by the type “make others happy”, at $p \leq 0,05$.

These data partially correspond to the theoretical views. V. V. Makarov stated that if the driver “make others happy” is dominant, a subject may be OK only in case she pleases other people. And then the answer from the adaptive child Ego-state comes: “I hope that I make others happy, yet I am afraid that any moment someone may disapprove of my conduct” (Makarov & Makarova, 2002). And the virtue “forgiveness” itself is conditioned by the person’s ability to sympathize with others and absence of desire to revenge (Nosenko, 2010). Thus we believe that the essence of the driver “make others happy” is very concordant with the virtue “forgiveness”. It is clear then a youngster for whom it is difficult to forgive another person and to sympathize with others will no way be able to “make others happy” with such a conduct. Most probably, he will bear other virtues and maybe other manifestations of driver behavior.

Conclusions. According to the results of our research, for the adolescents with the high indices of psychological well-being the high level of driver behavior manifestation is typical. Meanwhile, the youngsters with the high level of the driver “be strong” manifestation possess the high level of self-actualization. The youngster following “be the best” driver are more prone to the “courage” virtue. Besides, it was found out that the high level of expressing driver behavior is not related to the manifestation of such virtues as “humor”, “spirituality”, “appreciation of beauty and excellence”, and “transcendence”. For the adolescents who tend to manifest the driver “make others happy”, such a virtue is typical as “forgiveness”.

The problem we have chosen leaves much perspective for further research. For correlates of the driver behavior need to be found, it would also be interesting to track the formation of driver behavior in dynamics.

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ROUTES TO HAPPINESS AS THE PERSONALITY RESOURCES OF THE QUALITY OF LIFE

Анотація. Обґрунтовано інтерпретацію поняття «якість життя» у термінах усвідомлення людиною мети власного життя, відчуття залученості у нього і переживання внаслідок цього позитивних емоцій від задоволення собою як суб'єктом життєдіяльності і станів психологічного, соціального і суб'єктивного благополуччя. Визначено вірогідні особистісні чинники якості життя: метакогнітивну та емоційну компетентність, впевненість у самоефективності. На різних вибірках досліджуваних (120 осіб) емпірично перевірено достовірність отриманих результатів.

Ключові слова: якість життя, мета, залученість, емоційна компетентність, психологічне благополуччя.

Аннотация. Отмечается возрождение интереса к феномену качества жизни; описан подход к его концептуализации, открывающий новые перспективы для расширения психодиагностических приемов в предоставлении психологической помощи субъектам жизнедеятельности, осознании подходов к тому, как сделать свою жизнь счастливой, несмотря на непредсказуемость и сложность изменений, которые могут возникать. Качество жизни рассмотрено в контексте осознания человеком цели жизни и готовности к ее активной реализации. Выявлено влияние удовлетворенности субъекта жизнедеятельности собою на переживание состояний психологического, социального и субъективного благополучия. Эмпирически подтверждена роль метакогнитивной компетентности, эмоционального интеллекта и субъектной эффективности как личностных факторов успешности жизнедеятельности.

Ключевые слова: качество жизни, цель, вовлеченность, благополучие, субъектная эффективность.

Problem identification. Although the core meaning of the concept “quality of life” was identified by one of the most psychologically penetrating ancient philosophers Aristotle, who described the core meaning of the phenomenon in terms of “happiness, experienced when the soul is satisfied and everything works well” (Strnadova et al., 2016:106), the systematic scientific study of the phenomenon began only recently.

An impetus to studying the phenomenon was given by the publication at Springer of the voluminous “Encyclopedia of the Quality of life and Well-Being Research” (Michalos, 2014) and the “Handbook of Social Indicators and Quality of Life Research” (Land et al., 2012), both edited by K. C. Land, A. C. Michalos, J. M. Sirgy. Thanks to those publications three different approaches to the assessment of the quality of life have been identified: economic, sociological and psychological.

The economic approach reduces the quality of life to satisfying consumer preferences, the sociological one equates it with the fulfillment of the idea about a desirable social development of the individuals and the society, in which they live, and the