
PSYCHOLOGY

Individually-typological (ambivertive) and factor analysis of psychosomatic health boy students of Kyiv National Taras Shevchenko University

O.V. Kornienko*

Department of Psychodiagnostic and Clinical Psychology, Kyiv Taras Shevchenko University (Ukraine)

*Corresponding author. E-mail: ovkdefender@gmail.com

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Abstracts. Based on results of decades (2006-2009/2010-2015 years) of empirical research presented individual-psychological analysis (ambivertive) and factors analysis of psychosomatic boys health of Kyiv National Taras Shevchenko University. Conducted a differentiated analysis of the sample of boy-students (n = 311) taking into account the allocation of three groups: introverts (n = 122), ambiverts (n = 118), extroverts (n = 71).

Published similar results for the three groups of girl's students in journals VAK (Higher Attestation Commission) Ukraine. Completed all stages of complex study: general statistical, correlative, factor analysis for the sample boy's-ambiverts (n = 118) and taking into account the complex dynamics of total 45 indicators of four blocks psychodiagnostics methods. The results confirmed our assumption of a leading role and effects of two-factor H.Eysenk theory of personality (introversion / extraversion, emotional stability / instability) on psychosomatic health of the studied boys / girls students.

Keywords: *psychodiagnostics, psychosomatic health students-boy-ambiverted*

Intoduction. Relevance of the problem above psychosomatic health of students, conditions of its maintenance and preservation occupies a definite place in the list of leading research complex issues of life safety of the individual. Attention is drawn by the publication of Russian specialist T. Kolesnikova [4, p. 5] "*The psychological world of the individual and his security*" with emphasis on raising the question of health as a factor of national security. Therefore how relevant is the question valeological values of education, by which we mean medical and psycho-pedagogical body of knowledge on prevention, tools and practices to ensure the health and survival (learn pedagogy health). Ukrainian researcher examines the issue from the other side Kuzminsky A. "*The role of higher education in the preservation and strengthening of health of students*" [7]. Promising conclusion of author is that task of psychological services is preventive work, which should be applied basic (individual counseling, group training sessions, active social psychological studies) and passive (meeting with the students-mates on adaptation to training, thematic discussions, curatorial hours, psychological debates etc.) methods of psychological help to ensure the readiness of the higher nervous system as the bearer of psychic phenomena to significant loads while studying at the university. A survey of Russians revealed that special attention should be given to the development of self-control students who have non-standard individual psychological characteristics and pronounced neuro-psychic instability, high levels of anxiety and conflict, poor motivation, conformity, self-actualization, susceptibility to depression and exaltation in the background psychological stuck [12].

Problems of modern youth mental health concern many in the psychological science and practice. These factors and ways to overcome in Ukraine investigated N.V. Gayova, S. Kudin, T.V. Mazur, [1, p. 103-104]. Within the context the ways to overcome neurotic states students A. Hlivna, describing individual psychological characteristics of students mental health [14, p. 257-262], Y. Moseychuk, study-

ing the features of prevention of socio-psychological adaptation of students [8].

Analysis of the Latest Researchers on the Issue.

Among the foreign researchers mental health problems the students explored M.A. Kitzrow arguing that in recent years in the United States observed a marked increase in both the number of students with serious psychological problems, and the number of students in need for psychological assistance [17, p. 167-181]. The results of longitudinal studies S.A. Benton, and collaborators have shown that students who received psychological counseling services at universities, in recent years compared with previous years, students often have more complicated problems, which include both for typical students (difficulties in interpersonal relations and problems of transition period of life) and more serious problems: anxiety, depression, suicidal thoughts and personality disorders [16, p. 66-72]. Among the one-third of America's population of ten citizens in his life turned to a psychologist or other mental health professional sphere [13]. However the majority of Russians, according to research Y. Levady [12], in solving their psychological problems rely on their own strength, avoiding requests for specialized help.

The author of the current article also examines the issue from the perspective of safety and the maintenance of psychosomatic health of young people (students) in the structure of the educational process by the example of many years of research (2006-2015 years) at different faculties of Kyiv National Taras Shevchenko University in the aforementioned publications O.V. Kornienko [5, p. 312-318; 6, p. 251-256].

The Formulation of the Goals and Objectives of the Article.

Considering the above views of experts around the world and presented statistical results the aim of this article is: A detailed comparative analysis of the differentiated manifestations individually-typological features explored adolescent students (n = 311) taking into account the allocation of three sub-groups: introverts (n = 122), ambiverts (n = 118) extroverts (n = 71) of the Kiev

National Taras Shevchenko on the basis of studies 2006-2009 academic years.

We formulated the following tasks theoretical and empirical research:

1. Research the general statistical data – boys- ambiverts second subgroup (n = 118)
2. Conduct correlation analysis of data on the subgroup example 45 indicators according to four blocks psychodiagnostics methods
3. Implementation of factor analysis boys-ambiverts (n = 118).
4. Presentation of consolidated data mediated correlation of boys-ambiverts (n = 118) studies on the material factor analysis.

Materials and Methodology of Research.

Methods. We were allocated four blocks psychodiagnostics methods, detailed their study, testing in the dissertation author's works and other professionals, textbooks, monographs presented in the sources.

First level: individual-psychological and psychophysiological (EPI introversion, ambiversion, extroversion, emotional stability / instability adapted A.G. Shmelev [11] for D.Y. Raigorodskii; integrity of temperament by Y. Belov [2], especially the feeling and perception (representative system of man "Visuality", "Kinaesthetic", "Audiality") for T.N. Orlova and O.M. Dobrorodnyevym. [9]

Second level: personality-oriented character of accentuation on H. Shmishek by L.A. Holovey, E.F. Rybalko [10]; methods of temperament diagnosis Y. Strelyau [11], the scale of self-esteem and personal situational/anxiety on C. Spielberger by V.L. Marishchuk and others. [15].

Third level: psychosomatic-oriented method of differential diagnosis of depression V.A. Zhmurova [3]; Hisensky questionnaire adapted to the mental institute. Bekhterev [11]; Methods for rapid diagnosis of neurosis C. Hake and I. Hesa [11].

Forth level interpersonal-oriented method of diagnostics of interpersonal relationships by T. Leary [11].

Results. Summing up the results of the first four objectives (tasks) above stated article consider it appropriate to draw attention to the generalized inverse matrix of factor loadings table 1 of boys-ambiverts (n = 118) to display the listing evident factors. We concluded that these twelve factors conventionally divided into three groups for simplicity of structure and conceptual meaningfulness reserve for further description of one complex derived factor №1 "Individual-typological modality" with the inclusion of 45 indirect correlations that are definitely related associated with the state of psychosomatic health boys-ambiverts (n = 118). Comparing the dynamics of a group of boys-introverts (n = 122) with a description of all 10 relevant psychosomatic oriented correlations with the release of two factors: factor №1 "Expertise Training Course" and factor №2 "Age introversion". The results of a study of boys-introverts (n = 122) were prepared and sent to the Editorial Board of another journal under VAK (Higher Attestation Commission) of Ukraine in psychology. We continue phased interpretation of the data table №2 of boys- ambiverts (n = 118).

We were allocated frequency response factors of first signs deterioration psychosomatic health of boys-ambiverts (n = 118) ranked 45 on the example of the correlation indices presented in table 2. Indicators of levels manifestation correlations are presented in table on the principle of arithmetic progression from minimum to maximum indices. We consider it appropriate to focus on the maximum repetition frequency correlations in table 2 of factors first signs of deterioration psychosomatic health of boys-ambiverts (n = 118). "Situational anxiety" (7 time repetition), "Ambivertion"(4), "Dysthymia"(4), "Likelihood neurosis"(4), "Intensity of patients complaints"(4), "Phlegmatic"(4), "Depressive state"(3), "Melancholic"(3), "Personality anxiety"(3), "Intensity of complaints"(2), "Stomach complains" (2), "Emotional stability/instability"(2), "Exhaustion"(1).

Tabl. 1. Inverse matrix of factor loadings of boys ambiverts (n = 118)

	Components		
	1	2	3
specialty	-.973		.122
ambiversion	.959		
visuality	-.895		
sanguine	.877		
choleric	.814	-.281	-.106
emotional stability / instability by H. Eysenk	.691	-.528	.200
kinesthetic	-.663		-.123
melancholic	-.644	-.434	.153
phlegmatic	.289	.798	.166
sincerity H. Eysenk	-.217	.745	
age	.371		.776
year of study	-.392		.727

Conclusions

1. The received results for the complex boys-ambiverts group of boys (n = 118) open up new prospects for the introduction of screening individual psychophysiological and typological approach in the structure of higher education in Ukraine. Considering the results of the publica-

tions of national and foreign experts in the field of clinical psychology, health psychology, psychotherapy, physical culture disturbing trend deterioration in general health status of psychosomatic pupils and students. Most publications in recent years, declared the idea that in the first

Tabl. 2. Generalized correlation indicators psychosomatic health of boys- ambiverts (n = 118)

Place rank indicators	Factor loadings	Correlations indicators	Obtained indices
1.	sincerity H. Eysenk (- 0,217)	ambivertion	(-0,182*)
2.	melancholic (-0,664)	depressive state	(-0,183*)
3.	visuality (-0,895)	dysthymia	(-0,185*)
4.	specialty (-0,973)	situational anxiety	(-0,185*)
5.	choleric (0,814)	likelihood neurosis	(-0,190*)
6.	specialty (-0,973)	dysthymia	(-0,197*)
7.	choleric (0,814)	situational anxiety	(-0,199*)
8.	year of study (-0,392)	melancholic	(-0,202*)
9.	choleric (0,814)	intensity of patients complaints	(0,208*)
10.	phlegmatic (0,289)	intensity of patients complaints	(-0,209*)
11.	ambivertion (0,959)	situational anxiety	(0,211*)
12.	sincerity H.Eysenk (- 0,217)	intensity of complaints	(0,211*)
13.	emotional stability/instability (0, 691)	intensity of complaints	(0,214*)
14.	visuality (-0,895)	personality anxiety	(0,218*)
15.	sincerity H.Eysenk (- 0,217)	stomach complains	(-0,218*)
16.	age (0,317)	phlegmatic	(0,224*)
17.	emotional stability/instability (0, 691)	exhaustion	(0,228*)
18.	age (0,317)	situational anxiety	(0,230*)
19.	melancholic (-0,664)	situational anxiety	(0,233**)
20.	age (0,317)	personality anxiety	(0,235*)
21.	visuality (-0,895)	situational anxiety	(-0,239**)
22.	year of study (-0,392)	dysthymia	(-0,244**)
23.	sincerity H. Eysenk (- 0,217)	intensity of patients complaints	(-0,257**)
24.	emotional stability/instability (0, 691)	stomach complains	(0,266*)
25.	specialty (-0,973)	phlegmatic	(-0,281**)
26.	melancholic (-0,664)	likelihood neurosis	(0,284**)
27.	ambivertion (0,959)	phlegmatic	(0,288**)
28.	emotional stability/instability (0, 691)	intensity of patients complaints	(0,301**)
29.	emotional stability/instability (0, 691)	depressive state	(0,315**)
30.	sincerity H. Eysenk (- 0,217)	phlegmatic	(0,318**)
31.	age (0,317)	emotional stability/instabilit	(0,319**)
32.	year of study (-0,392)	ambivertion	(-0,325**)
33.	emotional stability/instability (0, 691)	situational anxiety	(0,326**)
34.	emotional stability/instability (0, 691)	dysthymia	(0,331**)
35.	age (0,317)	ambivertion	(0,346**)
36.	sincerity H. Eysenk (- 0,217)	depressive state	(0,384**)
37.	phlegmatic (0,289)	likelihood neurosis	(-0,387**)
38.	emotional stability/instability (0, 691)	personality anxiety	(0,434**)
39.	sincerity H. Eysenk (- 0,217)	emotional stability/instability	(-0,463**)
40.	emotional stability/instability (0, 691)	likelihood neurosis	(0,539**)
41.	specialty (-0,973)	melancholic	(0,577**)
42.	ambivertion (0,959)	melancholic	(-0,577**)
43.	ambivertion (0,959)	emotional stability/instability	(0,670**)
44.	specialty (-0,973)	emotional stability/instability	(-0,676**)
45.	specialty (-0,973)	ambivertion	(-0,947**)

place – boundary nonpsychotic disorders – about 70%, the second – organic disorders (schizophrenia, severe depression) – 17-18%, mental retardation –11-12%. Therefore, remains relevant issues of early diagnostics screening pupils and students in Ukraine using rapid diagnostic psychological complex methods that can be easily available to the participants of the educational environment.

2. Presented results of individual-psychodiagnostics as an example of boys-ambiverts (n = 118) and empirical research on the previous group of boys-introverts (n = 122) confirmed the influence of leading two-factor personality theory H. Eysenk introversion / extraversion - emotional stability / instability on 45 studied psychosomatic health criteria.

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