Personal Determination of Self-Confidence in Youth

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Personal Determination of Self-Confidence in Youth

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The aim of the study is to determine the peculiarities of self-confidence development and its personal determinants in youth. Methods. Theoretical analysis; comparison, systematization, generalization of scientific literary sources and experimental research data; empirical: psychodiagnostic methods: “Assessment of self-confidence” (Zelinska, 2010); “Self-assessment test-questionnaire” (Kolesnichenko et al., 2020); “Method of research on self-evaluation of the individual” (Perih, 2017); “Motivation for success and failure avoidance” (Kolesnichenko et al., 2020); “Locus of Control” (Kolesnichenko et al., 2020); “General self-efficacy test” (Kokun et al., 2021); mathematical and statistical methods. Results. The results of an empirical research of the development of self-confidence in youth were presented. The research of the development of the cognitive component of self-confidence showed that the respondents were aimed at self-awareness, obtaining information about themselves, they were inclined to study their inner world, and analyze personal potential. The research of the emotional and value component proved the favorable attitude of young people towards themselves, but dissatisfaction with certain personal qualities and behavior patterns. As a result of the research of the behavioral component, it was found that the level of self-respect of young men of both age groups corresponds to the average level: they were characterized by a critical attitude towards themselves, they strive for the development of their own “Self”. The personal determinants of self-confidence in youth were researched. The research of dignity manifestation proved that the indicators of young people exceed the average level, they have dignity. The results of the research of self-esteem showed that the subjects were characterized by a vague and undifferentiated perception of their ideal and real qualities. The research of the internality of subjective control demonstrated that, depending on the situation, it was a characteristic of the majority of the respondents to attribute responsibility for life events both to their own efforts and to external factors. The research of the motivational tendency of young men made it possible to state that the motivational pole of the respondents was not clearly expressed. The results of the self-efficacy research proved contextuality of young people’s belief in the effectiveness of their actions. Discussion and conclusions. The assumption that self-confidence in youth was meaningfully determined by age-related new formations and influenced by personal determinants (dignity; adequate self-esteem; internality of subjective control; motivation for success; belief in one’s own self-efficacy) was confirmed. Keywords: self-confidence, self-attitude, self-esteem, achievement motivation, locus of control, self-efficacy, self-interest, self-sympathy, self-respect, dignity.
Introduction
Global transformational processes in the modern world and the complex socio-political situation in Ukraine affect the mental state of an individual, extending beyond their everyday experience. Under these conditions, the development of confidence as a socio-psychological phenomenon becomes a key factor in the stabilization of mental and emotional states. The development of self-confidence and the formation of trustful relationships with the environment based on it, as well as the creation of social attitudes are of key importance in mental development of youth. Dispositional mental states of young people have a decisive impact on their mental health, life orientations and professional growth (Kurova et al., 2023; Tavrovetska et al., 2023; Stroianovska et al., 2020). Therefore, the research and determination of personal determinants that influence the development of self-confidence in this age period are of particular importance.

The works of Ukrainian and foreign scientists were the scientific basis for the research of the examined problem. They present the research of: the specifics of psychology students’ and engineering students’ self-confidence (Shevchenko, 2016) (Kálmán & Nyéki, 2019); formation of self-confidence in different stages of youth (Yermakova, 2023); correlation of confidence and empathy of a teenager’s personality (Danilova, 2019); self-confidence as a determining factor in the effectiveness of educational activities (Dwyer & Marsh, 2017).

Despite the large number of studies on this phenomenon, the problem of self-confidence and its personal determinants in youth has not become the subject of complex research in Ukrainian psychology. It is known, this age is determined by significant changes in the social and personal spheres of development: the system of values undergoes transformations, personal reflection and the need for self-determination are strengthened, the autonomy is acquired, and the formation of moral and ethical qualities takes place. All mentioned makes youth a sensitive period for the development of self-confidence, which is especially expressed in problem spheres for this age, such as educational activities and relationships with the opposite sex (Yermakova, 2023; Sedillo-Hamann, 2023; Stroianovska et al., 2023).
2020), self-efficacy in educational and professional and other spheres of activity (Halian et al., 2023a; 2023b; Popovych, 2022). The empirical research of self-confidence among young people was preceded by the substantiation of the structural components of this phenomenon and the criteria for their development. The essence of the cognitive component consists in being interested in one's own inner world, awareness of the value of one's personality both for oneself and for the environment, as well as in the system of knowledge about oneself and one's potential, generalization of inner experience. Self-interest is a criterion for the development of the cognitive component (Yermakova, 2023; Foley, 2020; Kim, 2019).

The emotional and value component is manifested in sympathy for oneself, in positive emotions and feelings regarding one's own needs and desires, as well as in self-acceptance. Self-sympathy is defined as the main criterion for the development of the emotional and value component, it means a positive emotional attitude towards oneself as a whole and in essential parts (Shevchenko, 2016; Savchenko et al., 2022; Ach & Pollmann, 2022).

The behavioral component is awareness of one's ability to control actions and emotional states; belief in one's abilities and effectiveness of actions; desire for self-development. The criterion for the development of the behavioral component is self-respect, which combines a critical attitude towards oneself, awareness of one's ability to control actions and emotional state, belief in the effectiveness of one's actions (Dwyer & Marsh, 2017; Zyberaj, 2022; Hidayat et al., 2021).

The concept "self-confidence in youth" is defined as a complex personal formation that is meaningfully determined by age new formations and consists of cognitive, emotional-value and behavioral components, and it is found in a conscious value-positive attitude towards "Self", the choice of a subjectively significant goal and activity in various spheres of life (Shevchenko, Kuzmych, 2022; Foley, 2020).

The research of personal determinants of self-confidence in young people was preceded by substantiation of them based on a theoretical analysis of the social situation of youth development and alignment with the structure of the youth's inner world, personal experiences, and the system of knowledge about oneself and one's potential. The main criterion for the development of the cognitive component is self-interest, the main criterion for the development of the emotional and value component is self-sympathy, and the main criterion for the development of the behavioral component is self-respect. The concept "self-confidence in youth" is defined as a complex personal formation that is meaningfully determined by age new formations and consists of cognitive, emotional-value and behavioral components, and it is found in a conscious value-positive attitude towards "Self", the choice of a subjectively significant goal and activity in various spheres of life (Shevchenko, Kuzmych, 2022; Foley, 2020).
of self-confidence. The indicated determinants were reasonably assigned to: dignity; adequate self-esteem; internality of subjective control; motivation for success; belief in one's own self-efficacy (Rogers, 1995; Rybalka, 2011; Yermakova, 2023; Shevchenko, Kuzymch, 2022; Popovych et al., 2023a; 2023b; Ketler-Mytnytska et al., 2022; Dahlan, 2019; Green et al., 2022).

Hypothesis. The research is based on the assumption that self-confidence in youth is meaningfully determined by age new formations and is influenced by personal determinants (dignity; adequate self-esteem; internality of subjective control; motivation for success; belief in one's own self-efficacy).

The aim of the study is the determination of results of peculiarities of self-confidence development and its personal determinants in youth.

Methods

Methodology. Emphasis was placed on scientific studies related to criteria for the development and structural organization of self-confidence (Rogers, 1995; Shevchenko, 2016; Foley, 2020); age characteristics of its manifestation (Yermakova, 2023; Danilova, 2019); specifics of self-confidence research (Savchenko et al., 2022; Kim, 2019; Kálman & Nyéki, 2019).

Participants. The research was conducted during 2022–2023 on the basis of the State University of Economics and Technology (Kryvyi Rih) and Zaporizhzhia national university. The research sample consisted of young people (17–20 years old) – students of the first and third years of study at the first (bachelor’s) level of higher education. The total number of respondents of the ascertainment stage of the research was 290 people, including 146 first-year students (17–18 years old); 144 third-year students (20–21 years old). The choice of students of the first and third years as respondents was determined by ascertaining the peculiarities of self-confidence development using research according to the periodization of youth: in early youth (17–18 years) and mature youth (20–21 years).

Variables. The ascertaining research strategy identified a variety of changes that reflect indicators of the development of structural components of self-confidence: self-respect, self-
sympathy, self-interest; personal determinants of self-confidence: self-esteem, self-attitude, motivation for success, internality; additional variables reflecting manifestations of self-confidence in various spheres of life.

**Organization of Research.** The empirical research of self-confidence in youth was conducted in three stages.

*The first stage* combined the development of a conceptual research plan, the definition of its purpose and tasks.

*The second stage* was aimed at studying peculiarities of self-confidence development in youth; determination of criteria, indicators and levels of self-confidence development; the formation of a sample and selection of methods and techniques according to the structural organization of self-confidence and its determinants.

*The third stage* was aimed at quantitative processing, qualitative analysis and interpretation of research results.

The organization of the research involved the online use of psychodiagnostic instruments. The entire package of methods was presented to the respondents simultaneously considering individual pace of work.

**Procedures and Instruments.** Research methods: theoretical: analysis, comparison, systematization, generalization of scientific literary sources and experimental research data; empirical: psychodiagnostic methods for researching the components of self-confidence and its personal determinants; mathematical and statistical methods.

Such methods formed a psychodiagnostic toolkit: "Assessment of self-confidence" (Zelinska, 2010) was used to research self-confidence in various spheres of life; the following scales were used: self-confidence in professional activities, in the intellectual sphere, in solving household problems, in the ability to build relationships with loved ones (friends), in the ability to build relationships with subordinates and higher-ranking persons, in the ability to build relationships in families, with children, with parents, in the ability to be liked by representatives of the opposite sex, in the ability to spend free time for pleasure. "Self-assessment test-questionnaire" (Kolesnichenko et
al., 2020) was used to research the development of self-confidence structural components; the following scales were used: Scale S – integral feeling “for” or “against” the respondent’s “Self”; Scale I – self-respect, Scale II – self-sympathy; Scale IV – self-interest. “Method of research on self-evaluation of the individual” (Perih, 2017) was used to determine the correlation between rank scores of personality qualities included in the concept of “ideal self” and “real self.” “Motivation for success and failure avoidance” (Kolesnichenko et al., 2020) was used for research the predominance of a certain motivational tendency; “Locus of Control” (Kolesnichenko et al., 2020) was used to research the level of subjective control; the following scales were used: Іg – general internality; Ід – internality in the sphere of achievements; Ін – internality in the sphere of failure; Іс – internality in family relations; Ів – internality in the sphere of labor relations; Ім – internality in the sphere of interpersonal relations; Іх – internality in the case of health and disease protection. "General self-efficacy test" (Kokun et al., 2021) was used for research of self-efficacy beliefs.

Statistical analysis of experimental data was carried out on the basis of the IBM SPSS v. 20: quantitative and qualitative analysis of the research results, descriptive statistics (calculating the arithmetic mean, percentage calculation), Kolmogorov-Smirnov criterion, the Pearson correlation measures.

Results
The results of the research of the structural components of self-confidence in youth should be considered. Tabl. 1 presents data on the study of the cognitive, motivational and value, and behavioral components of self-confidence according to the “Self-assessment test-questionnaire” (Kolesnichenko, 2020).

While researching the development of cognitive component of self-confidence, it was found that in the process of growing up, self-interest increased: 6.19 points were obtained by the respondents of the first year of study; 6.40 points were obtained by the respondents of the third year of study.

The maximum number of points on the scale is 8, therefore, the indicators are above average.
This indicates that researched youth are aimed at self-awareness, obtaining information about themselves; they are inclined to constant study of their inner world, analysis of their own capabilities, personal potential.

It is necessary to consider the results of the research of the emotional and value component of self-confidence, the criterion for the development of which is self-sympathy. Among the subjects of both age groups, self-sympathy was at the same level – 8.79 points among the respondents of the first year of study; 8.74 points – among the respondents of the third year of study. The maximum number of points on the scale is 16, therefore, the respondents’ indicators confirm an average level of self-sympathy development. Young people probably have a favorable attitude towards themselves. Along with this, they are not always satisfied with their qualities, appearance, behavior model.

The results of the research of the behavioral component of self-confidence, the development criterion of which is self-respect, showed that in the process of growing up the level of self-respect increased: 8.07 points among the respondents of the first year of study; 8.76 points – among the respondents of the third year of study. The maximum number of points on the scale is 15, therefore, self-respect indicators of 19-20-year-old subjects have a tendency to increase. The obtained data indicate that the respondents have a critical self-attitude, they strive for the development of their own “Self”, but they lack faith in their strengths, abilities, and independence.

The Tabl. 2 presents the results of the research of self-confidence in various spheres of life.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Self-interest (cognitive component) M±SD</th>
<th>Self-sympathy (motivational and emotional value component) M±SD</th>
<th>Self-respect (behavioral component) M±SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>6.19±1.56</td>
<td>8.79±2.81</td>
<td>8.07±3.08</td>
</tr>
<tr>
<td>III</td>
<td>6.40±1.52</td>
<td>8.74±2.92</td>
<td>8.76±2.98</td>
</tr>
</tbody>
</table>

Cumulative frequencies, %

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Self-interest (cognitive component) M±SD</th>
<th>Self-sympathy (motivational and emotional value component) M±SD</th>
<th>Self-respect (behavioral component) M±SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>71.33</td>
<td>58.33</td>
<td>58.67</td>
</tr>
</tbody>
</table>

Note: M – arithmetic mean; SD – standard deviation.

Prимітка: M – середнє арифметичне розподілу; SD – середнє квадратичне відхилення розподілу.

У ході дослідження розвитку когнітивного компонента довіри до себе було з’ясовано, що в процесі дорослішання інтерес до себе зростає: отримано 6.19 балів у досліджуваних I курсу; 6.40 балів – у досліджуваних III курсу. Максимальна кількість балів за шкалою – 8, тому показники знаходяться на рівні вищому за середній. Це вказує на те, що досліджувані юнацького віку спрямовані на самопізнання, отримання інформації про себе, схильні до постійного вивчення свого внутрішнього світу, аналізування власних можливостей, особистісного потенціалу.

Перейдемо до результатів дослідження емоційно-ціннісного компонента довіри до себе, критерієм розвитку якого виступає аутосимпатія. У досліджуваних обох вікових груп аутосимпатія відстежується на однаковому рівні – 8.79 балів – у респондентів I курсу; 8.74 балів – у респондентів III курсу. Максимальна кількість балів за шкалою – 16, тому показники респондентів свідчать про середній рівень розвитку аутосимпатії. Ймовірно, юнакам властиве прихильне ставлення до самих себе. Водночас, вони не завжди задоволені своїми якостями, зовнішніми даними, моделлю поведінки.

Результати дослідження поведінкового компонента довіри до себе, критерієм розвитку якого є самоповага, показали, що в ході дорослішання рівень самоповаги зростає: 8.07 балів – у досліджуваних I курсу; 8.76 балів – у досліджуваних III курсу. Максимальна кількість балів за шкалою – 15, отже, показники самоповаги в 19–20-річних досліджуваних мають тенденцію до зростання. Отримані дані вказують на
According to diagnostic data, young people demonstrate the highest level of self-confidence in the sphere of organizing and spending free time. The dynamics of self-confidence development in professional activities was stated: knowledge, abilities and skills acquired in the process of education probably contribute to the acquiring confidence in successful professional activity. The total level of self-confidence among young men of both researched groups contains more than half of positive answers to each question (for the students of the first year of study – 48.75 points; for the students of the third year of study – 50.53 points out of 73 possible ones). This indicates that young people are more likely to trust themselves, but their level of self-confidence is unstable.

Next, we will consider data of the research of personal determinants of the development of self-confidence in youth. The results of the dignity research are presented in Table 3 (Kolesnichenko, 2020).

### Table 2. Indicators of self-confidence in various spheres of life

<table>
<thead>
<tr>
<th>The sphere of self-confidence</th>
<th>The 1st year of study (M±SD)</th>
<th>The 3rd year of study (M±SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>in professional activity (10)</td>
<td>6.98±2.74</td>
<td>7.42±2.76</td>
</tr>
<tr>
<td>in the intellectual sphere (10)</td>
<td>6.84±2.13</td>
<td>6.96±2.54</td>
</tr>
<tr>
<td>in solving household problems (7)</td>
<td>5.84±1.89</td>
<td>5.87±2.05</td>
</tr>
<tr>
<td>in the ability to build relationships with loved ones (friends) (8)</td>
<td>5.27±1.59</td>
<td>5.27±1.67</td>
</tr>
<tr>
<td>in the ability to build relationships with subordinates (6)</td>
<td>4.79±1.29</td>
<td>4.70±1.5</td>
</tr>
<tr>
<td>in the ability to build relationships with higher-ranking persons (6)</td>
<td>4.18±1.5</td>
<td>4.19±1.59</td>
</tr>
<tr>
<td>in the ability to build relationships in families (7)</td>
<td>3.89±1.72</td>
<td>4.03±1.8</td>
</tr>
<tr>
<td>in the ability to build relationships with children (6)</td>
<td>3.86±1.71</td>
<td>4.03±1.77</td>
</tr>
<tr>
<td>in the ability to build relationships with parents (4)</td>
<td>2.88±1.67</td>
<td>2.85±1.64</td>
</tr>
<tr>
<td>in the ability to be liked by representatives of the opposite sex (5)</td>
<td>2.95±1.62</td>
<td>3.04±1.68</td>
</tr>
<tr>
<td>in the ability to spend free time for pleasure (4)</td>
<td>3.03±1.41</td>
<td>3.13±1.39</td>
</tr>
<tr>
<td>Total score (73)</td>
<td>48.75±12.67</td>
<td>50.53±12.85</td>
</tr>
</tbody>
</table>

Note: M – arithmetic mean; SD – standard deviation.

Примітка: M – середнє арифметичне розподілу; SD – середнє квадратичне відхилення розподілу.
Table 3. Indicators of the manifestation of young subjects’ dignity

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Dignity (M±SD)</th>
<th>Cumulative frequencies, %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Почуття власної гідності (M±SD)</td>
<td>Накопичені частоти, %</td>
</tr>
<tr>
<td>I</td>
<td>15.88±4.81</td>
<td>69.33</td>
</tr>
<tr>
<td>III</td>
<td>16.33±4.36</td>
<td>74.33</td>
</tr>
</tbody>
</table>

Note: M – arithmetic mean; SD – standard deviation.

The indicators of the students of both age groups exceed the average level of development, according to the obtained results (in the subjects of the first year of study: M=15.88 points; in the subjects of the third year of study: M=16.33 out of 30 possible points). This means that young people have their own dignity. Dignity is the basis of a person’s spiritual freedom; dignity, as self-esteem and spiritual superlative value are the driving force of free personal development (Bekh, 2018).

Table 4. Indicators of self-esteem level in subjects of young age

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Coefficient of self-esteem (M±SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Коефіцієнт самооцінки (M±SD)</td>
</tr>
<tr>
<td>I</td>
<td>.29±.5</td>
</tr>
<tr>
<td>III</td>
<td>.37±.42</td>
</tr>
</tbody>
</table>

Note: M – arithmetic mean; SD – standard deviation.

According to the obtained results, among the students of the first year of study, the correlation coefficient of ranks, which reflects the level of self-esteem, is equal to .29. This indicates a weak correlation between a person’s ideas about the “ideal self” and the “real self”. Thus, the studied 17-18-year-old youths are characterized by a vague and undifferentiated idea

Table 3. Показники прояву почуття власної гідності в досліджуваних юнацького віку

<table>
<thead>
<tr>
<th>Курс</th>
<th>Почуття власної гідності (M±SD)</th>
<th>Накопичені частоти, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>15.88±4.81</td>
<td>69.33</td>
</tr>
<tr>
<td>III</td>
<td>16.33±4.36</td>
<td>74.33</td>
</tr>
</tbody>
</table>

Примітка: M – середнє арифметичне розподілу; SD – середнє квадратичне відхилення розподілу.

The indicators of the students of both age groups exceed the average level of development, according to the obtained results (in the subjects of the first year of study: M=15.88 балів; у досліджуваних III курсу – M=16.33 балів із 30 можливих). Це означає, що юнакам властиве почуття власної гідності. Гідність виступає основою духовної свободи особистості; почуття гідності як само-ствалення та духовна надцінність є рушійною силою вільного особистісного розвитку (Бех, 2018).

Now we should look into the results of the research of self-esteem in young people, presented in Tabl. 4. The level of self-confidence is related to self-esteem and the level of aspiration, which generate a person’s idea of individual capabilities.

According to the obtained results, among the students of the first year of study, the correlation coefficient of ranks, which reflects the level of self-esteem, is equal to .29. This indicates a weak correlation between a person’s ideas about the “ideal self” and the “real self”. Thus, the studied 17-18-year-old youths are characterized by a vague and undifferentiated idea
of their ideal and real qualities. The coefficient of rank correlation \( r \) among young people aged 20–21 increases significantly and is equal to .37. This indicates a tendency towards a differentiated view of the “ideal self” and “real self”. At the same time, the presented indicator states the insufficient formation of a clear self-image.

The results of the research of another determinant of self-confidence in youth – the internality of subjective control should be considered (Fig. I).

According to the results of diagnostics (Kolesnichenko, 2020), the general level of internality of young people of both age groups meets the average level of development (for the respondents of the first year of study: - .14; for respondents of the third year of study: - .31). This indicates that, depending on the particular situation, it is typical for the majority

![Fig. I. Indicators of internality of the locus of control in young people](image)

**Fig. I. Indicators of internality of the locus of control in young people**

**Rис. I. Показники інтернальності локус контролю в юнаків**

**Note:** I general – general internality; Ia – internality in the sphere of achievements; If – internality in the sphere of failure; II – internality in the sphere of labor relations; IIa – internality in the sphere of interpersonal relations; Ifr – internality in family relations; Ih – internality in the case of health and disease protection.

**Примітка:** I загальна – загальна інтернальність; Ia – інтернальність у галузі досягнень; If – інтернальність у галузі невдач; II – інтернальність у галузі виробничих відносин; IIa – інтернальність у галузі міжособистісних відносин; Ifr – інтернальність у сімейних відносинах; Ih – інтернальність у випадку охорони здоров’я і хвороб.
of respondents to attribute responsibility for life events and the results of activities, including educational ones, both to their own actions and to external factors.

The lowest indicators of internality among young people were stated in the sphere of family relations (among the subjects of the first year of study: - .49; among the subjects of the third year of study: - .57). Probably, it is typical for young people to feel emotionally dependent on the environment, in particular, the family, and to be influenced by their parents.

Less internality manifests itself among the respondents in the spheres of interpersonal relations (in the students of the first year of study: – .33; in the students of the third year of study: – .43) and health (in the students of the first year: – .03; in the students of the third year: – 28). Probably, depending on the situation, young people have doubts about their own ability to evoke sympathy and respect for themselves, the ability to control relationships. Regarding health, young people are more inclined to consider it and illness to be a matter of chance, a result of a bad ecological situation.

The highest indicators of internality among the respondents were identified regarding achievements (in the subjects of the first year of study – .2; in the subjects of the third year of study – .17). This indicates that young people who are inclined to consider their achievements mostly their own merits are able to successfully achieve goals in the future.

Interesting indicators were stated on the scale of internality regarding failures. In particular, the data have a significant distribution: among the respondents of the first year of study – .17; among the respondents of the third year of study –.27. That is, with growing up, there is a tendency toward externalization: young people of 19–20 years old are more inclined to attribute responsibility for failures to other people or consider them as the result of failure.

It should be noted, on all scales, the indicators are within the average level (range of numbers -1 – +1).

Motivation for success was identified as a determinant of self-confidence in youth (Tabl. 5). According to the obtained results, the data
on the students of both ages are at an average level of development (for first-year students – 13.4 points; for third-year students – 13.42 points), i. e. the motivational pole of the researched young people is not clearly expressed. Depending on the situation, such individuals may be motivated for both success and failure avoidance, preferring tasks of medium complexity.

Table 5. Indicators of the motivation for success among youth

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Motivation for success (M±SD)</th>
<th>Motivation for success (M±SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>13.4±3.11</td>
<td>13.4±3.11</td>
</tr>
<tr>
<td>III</td>
<td>13.42±2.8</td>
<td>13.42±2.8</td>
</tr>
</tbody>
</table>

Note: M – arithmetic mean; SD – standard deviation.

Let’s consider the indicators of another determinant of self-confidence in youth – belief in one’s self-efficacy (Table 6). Self-efficacy is an assessment of one’s ability to cope with certain tasks, which affects self-confidence, as well as various motivational characteristics, such as goal selection, persistence, coping (Bandura et al., 1996; Stroyanovska et al., 2021).

Table 6. Indicators of self-efficacy in youth

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Motivation for success / Self-efficacy (M±SD)</th>
<th>Motivation for success / Self-efficacy (M±SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>28.95±5.66</td>
<td>28.95±5.66</td>
</tr>
<tr>
<td>III</td>
<td>29.93±5.03</td>
<td>29.93±5.03</td>
</tr>
</tbody>
</table>

Note: M – arithmetic mean; SD – standard deviation.

According to the obtained data, the indicators of the respondents of both age groups correspond to the average level of self-efficacy. At the same time, a positive age dynamics of belief in self-efficacy was stated: the indicators of 20–21-year-old young people are higher than the indicators of 17-18-year-old subjects.

Consequently, a larger number of young people of both ages have an average level of self-efficacy. This could indicate that the respondents’
self-efficacy is characterized by contextuality, i.e. young people’s assessment of their abilities to perform any actions in certain conditions, circumstances and tasks.

Spearman correlation analysis was used to test the hypothesis and identify relationships with the components of self-confidence. The choice of nonparametric methods of mathematical statistics was determined by the presence of sample outliers.

Correlation analysis makes it possible to establish statistically significant correlations between the components of self-confidence and all defined determinants.

The cognitive component of self-confidence, the development criterion of which is self-interest, has positive correlations with such variables as dignity (.309 at р≤.010). That is, the higher the level of a person’s moral standard of self-esteem is, the higher the degree of their self-interest is. Internality of subjective control (.231 at р≤.010). These data mean that responsibility and self-organization of one’s life activities significantly influences the cognitive attitude of youth towards their “Self”. Motivation for success (.208 at р≤.010). The more respondents are focused on achieving success, the better they understand the value of their own personality and their capabilities.

The emotional and value component of self-confidence, the development criterion of which is self-sympathy, has positive correlations with such determinants as dignity (.309 at р≤.010). It is obvious that the basic value attitude towards a person in general (the humanistic worldview) promotes self-acceptance as a conscious positive attitude towards oneself. Internality of subjective control regarding achievements (.181 at р≤.010); workplace (educational) relations (.148 at р≤.050); interpersonal relationships (.182 at р≤.010) and family relationships (.153 at р≤.010). The formation of internal responsibility, which determines the individual’s behavior and is the result of their own choice and certain internal norms, probably influences the development of a reflexive position towards oneself and positive self-attitude. Motivation for success (.139 at р≤.050). Probably, the skills of setting realistic goals and focusing on achieving success contribute to the development of trust in one's own personality and self-confidence. Belief in self-efficacy (.128 at р≤.050). That is, faith
in the effectiveness of one’s actions influences a favorable attitude towards one’s personality and a positive assessment of personal capabilities to achieve the desired result. The behavioral component of self-confidence, the criterion for the development of which is self-respect, has significant positive correlations with the following determinants. Dignity (.439 at p≤.010). This means that a humanistic self-attitude significantly affects the development of a critical self-attitude, awareness of the ability to control one’s actions and emotional states; desire for self-development and self-realization. Adequate self-esteem (.141 at p≤.050). Obviously, adequately developed self-esteem, as a consequence of an individual’s success in various spheres of life, contributes to awareness of one’s own abilities, self-respect, and the desire to develop one’s own “self”. Internality of subjective control: general indicator (.117 at p≤.050); in the sphere of failures (.131 at p≤.050). A person’s readiness to consider oneself as a source of control over life and a sense of responsibility for the events in one’s life are associated with a conscious recognition of one’s strengths and weaknesses, a value-positive attitude towards oneself and one’s actions and achievements in various spheres of life. Motivation for success (.131 at p≤.050). The more an individual expresses a tendency to experience pleasure and pride while achieving a result, the more they respect themselves, have an attitude towards effectiveness in business and self-confidence. Belief in one’s own self-efficacy (.131 at p≤.050). That is, a person’s high assessment of their capabilities promotes a critical, value-based attitude to their achievements in various spheres of life.

The next stage of the research was to determine the levels of self-confidence development in youth. Low, medium, and high levels of youth self-confidence development were determined based on the research of domestic and foreign authors (Yermakova, 2023; Shevchenko, 2016; Danilova, 2019; Kálmán & Nyéki, 2019; Foley, 2020) and the criteria that we defined. Using a three-level scale of norms, numerical values, in accordance with the defined criteria, were adapted to one evaluation system. Arithmetic mean (M) and standard deviations (SD) were calculated to provide standard scores for the defined criteria and general self-confidence development score. Stevenson to their own achievements in various spheres of life.
The obtained results are presented in Tabl. 7.

According to the obtained data, the cognitive component of self-confidence is the most developed among the researched youth: among the students of both groups, indicators within a high level prevail (50.00% and 59.72%, respectively). At the same time, an insignificant number of results within a low level should be noted (the students of the first year of study – 2.74%; the subjects of the third year of study – 3.47% of the total number of subjects).

In the emotional and value component, the majority of subjects have indicators of a medium level of development (the subjects of the first year of study – 61.64%; the subjects of the third year of study – 61.11%). The number of respondents with a low level of self-sympathy (the subjects of the first year of study – 19.86%; the subjects of the third year of study – 22.22%) prevails over the number of respondents with a high level (the subjects of the first year of study – 18.49%;

doslidжуваних із високим рівнем самоповаги виявилася приблизно однаковою (досліджувані І курсу: 17.81%; досліджувані ІІІ курсу: 17.36%)

Отже, результати дослідження специфіки розвитку довіри до себе в юнацькому віці дозволили діагностувати середній рівень розвитку довіри до себе в більшості досліджуваних юнаків, причому когнітивний компонент розвинений більше за інші. Для юнаків характерна спрямованість на самопізнання, рефлексивна критична позиція стосовно себе, вони схильні до вивчення свого внутрішнього світу та аналізу власних можливостей. Система зnanь про себе та самовиявлення в них є неформованою та нестійкою, ім бракує віри у свої здібності, самостійність, у здатність контролювати власне життя. Попри позитивну вікову динаміку показників довіри до себе, у 20–21-річних юнаків, порівняно з 17–18-річними, значущих зрушень за досліджуваними

Table 7. Distribution of levels of self-confidence development in youth (%)

<table>
<thead>
<tr>
<th>Criteria of self-confidence</th>
<th>The first year of study</th>
<th>The third year of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Критерії довіри до себе</td>
<td>І курс</td>
<td>ІІІ курс</td>
</tr>
<tr>
<td>Levels of development</td>
<td>Рівні розвитку</td>
<td>Рівні розвитку</td>
</tr>
<tr>
<td>low</td>
<td>medium</td>
<td>high</td>
</tr>
<tr>
<td>низький</td>
<td>середній</td>
<td>високий</td>
</tr>
<tr>
<td>high</td>
<td>medium</td>
<td>low</td>
</tr>
<tr>
<td>low</td>
<td>medium</td>
<td>високий</td>
</tr>
<tr>
<td>high</td>
<td>medium</td>
<td>низький</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-interest (cognitive component)</th>
<th>М±SD</th>
<th>Self-sympathy (motivational and value component)</th>
<th>М±SD</th>
<th>Self-respect (behavioral component)</th>
<th>М±SD</th>
<th>General indicator of self-confidence</th>
<th>М±SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.74</td>
<td>2.74</td>
<td>19.86</td>
<td>19.86</td>
<td>21.33</td>
<td>21.33</td>
<td>17.81</td>
<td>17.81</td>
</tr>
<tr>
<td>6.19±1.56</td>
<td>6.19±1.56</td>
<td>61.64</td>
<td>61.64</td>
<td>6.96</td>
<td>6.96</td>
<td>63.38</td>
<td>63.38</td>
</tr>
<tr>
<td>18.49</td>
<td>18.49</td>
<td>17.81</td>
<td>17.81</td>
<td>17.81</td>
<td>17.81</td>
<td>15.28</td>
<td>15.28</td>
</tr>
<tr>
<td>6.4±1.52</td>
<td>6.4±1.52</td>
<td>22.22</td>
<td>22.22</td>
<td>13.89</td>
<td>13.89</td>
<td>64.58</td>
<td>64.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.67</td>
<td>16.67</td>
<td>68.75</td>
<td>68.75</td>
<td>2.14</td>
<td>2.14</td>
</tr>
</tbody>
</table>

| Note: M – arithmetic mean; SD – standard deviation. Примітка: М – середнє арифметичне розподілу; SD – середнє квадратичне відхилення розподілу. |
the subjects of the third year of study – 16.67%).

According to the behavioral component of self-confidence, the vast majority of indicators were also stated within the average level (the respondents of the first year of study – 6.96%; the respondents of the third year of study – 68.75%). The positive age-related dynamics in the development of self-respect should be noted: a decrease in the number of low-level indicators from 21.33% (the respondents of the first year of study) to 13.89% (the respondents of the third year of study). At the same time, the number of subjects with a high level of self-respect is approximately the same (the subjects of the first year of study: 17.81%; the third year students: 17.36%).

Consequently, the results of the research of peculiarities of self-confidence development in youth made it possible to diagnose its average level in the majority of the researched young people, moreover, the cognitive component is developed more than others. Young people are characterized by an orientation towards self-awareness, a reflexive critical self-attitude, they tend to study their inner world and analyze their own capabilities. The system of knowledge about themselves and self-attitude is unformed and unstable; they are not confident in their abilities, independence, and ability to control their lives. Despite the positive age-related dynamics of self-confidence indicators, significant changes in the researched parameters were not recorded among 20-21-year old respondents compared to 17-18 year-olds. Generally, according to the results of the research, it was established that young people tend to be more self-confident, but their level of self-confidence is unstable.

The results of the conducted research and data correlation analysis confirmed the working hypothesis.

Discussion

Analysis of the obtained results allows comparing them with the research data of other scientists. In particular, the research of the emotional value component of self-confidence (see Table 1), the criterion for the development of which is self-sympathy, is consistent with the data of foreign scientists (Rogers, 1995; Casale, 2020; Ach & Pollmann, 2022), who consider sympathy (love) parameters not fixed. However, for the whole, due to the results of the research were stated, that the youth of the third year of study do not trust each other, but the level of trust to themselves is unstable.

The results of the conducted research and data correlation analysis confirmed the working hypothesis.
for oneself as an aspect of self-attitude, which has self-esteem and emotional components. The way people feel about themselves is not necessarily determined by how good they consider themselves to be. A person can express sympathy for themselves according to some important criteria, even with low self-esteem; and, on the contrary, a person can regard themselves with antipathy, even having high self-esteem.

The results of the research of the behavioral component of self-confidence (see Tabl. 1), the criterion for the development of which is self-respect, coincide with the results of other researchers (Yermakova, 2023; Dwyer & Marsh, 2017; Foley, 2020).

Thus, in youth, the formation of self-respect is determined by the previous process of personality formation and moves to a new level, while general self-esteem reflects the compliance of behavior with one’s own views, beliefs and results of activities. An increase in the level of self-esteem is a general age-related trend in youth when, after graduation, work or educational activities at university, negative family or school experiences begin to “outweigh”.

The research of such a determinant of self-confidence as dignity (see Tabl. 3) is confirmed by the data obtained by I. Bekh (2018). In youth, there is an active development of the moral and ethical system of the individual. Internalization of universal human norms; moral mechanisms of personal behavior are formed in young people in the process of educational activities at the educational institution. It is possible to influence the assimilation of specific values by a person, expanding the spectrum of dignity and strengthening its stability. Such a significant role of dignity must be consistent with integrity, which is a hierarchical system of socially significant values. A wide range of values in this system is determined by the psychological capabilities of age-related development.

Dignity as the highest value is the dominant characteristic of a person. The results of the research of self-esteem level (see Tabl. 4) as a determinant of the development of self-confidence coincide with the data of V. Rybal'ka (2011). The scientist notes that self-esteem of a person’s properties is experienced as a sense of honor, mainly addressed to society, and as dignity, mainly addressed towards oneself. All elements of a person's
value and self-worth as an integral system are interconnected and perform certain functions (regulatory, protective, homeostatic, creative).

While studying motivation for success it was found that the motivational pole among the researched young people was not clearly expressed (see Tabl. 5). The relationship between motivation for success and failure avoidance can be viewed in different ways. Thus, according to D. Atkinson (1960), these are mutually exclusive poles on the scale of “motive for achievement” and if a person is focused on success, then they do not experience fear of failure. And vice versa, if a person is focused on failure avoidance, then their motivation for success is not sufficiently expressed. Expressed motivation for success can simultaneously be combined with the fear of failure, especially if it is associated with some serious consequences for a person. Therefore, we should talk about the predominance of a particular subject’s motivation for success or failure avoidance if both are present.

The results of the self-efficacy research (see Table 6) demonstrated that the indicators of the respondents of both ages correspond to the average level of manifestation of this quality. According to the issue of promoting the development of self-efficacy beliefs, scientists (Bandura et al., 1996) point out that encouragement and praise can only temporarily improve an individual’s assessment of abilities if their efforts are not quickly supported by success. Therefore, the best way to gain faith in one’s own effectiveness, and self-confidence is through personal experience of success, overcoming obstacles and achieving goals (Möbius et al., 2022).

Conclusions
The results of the research of peculiarities of self-confidence development in youth are presented. The average level of development of self-confidence was diagnosed in the majority of respondents, which indicates a focus on self-awareness, a reflexive critical attitude towards oneself, a tendency to study one’s inner world and analyze one’s own capabilities. The system of self-awareness and self-attitude of the researched youth is uniformed and unstable, they lack faith in their abilities, independence, and the ability to control their own lives. The personal determinants of self-confidence were

Висновки
Презентовано результати дослідження специфіки розвитку довіри до себе в юнацькому віці. У більшості респондентів діагностовано середній рівень розвитку довіри до себе, що свідчить про спрямованість на самопізнання, рефлексивну критичну позицію, стосовно себе, схиленість до вивчення свого внутрішнього світу та аналізу власних можливостей. Система знань про себе та самоставлення в досліджуваних юнацького віку є неформованою та нестійкою, ім бракує віри у свої здібності, самостійність, у здатність контролювати власне життя. Досліджено особистісні детермінанти довіри до себе та здійснено кореляційний аналіз із метою з’ясування можливих зв’язків між використаними детермінантами та структурними компонентами довіри до себе. Результати проведеного дослідження й кореляційного аналізу даних підтвердили припущення про те, що визначені особистісні детермінанти впливають (р≤.050; р≤.010) на розвиток довіри до себе в юнацькому віці.

Оригіналість емпіричного дослідження полягає в тому, що вперше дослідження феномен довіри до себе та її особистісні детермінанти в юнацькому віці. Практична значущість отриманих матеріалів є в тому, що вони можуть бути використані в процесі викладання навчальних курсів, у галузі особистісного розвитку, у консультативній роботі з особами юнацького віку; викладачі можуть застосовувати пакет психодіагностичних методик як психологічний засіб розвивального характеру.

Перспективним напрямом розвитку наукової проблематики вважаємо розробку
studied and a correlation analysis was carried out in order to clarify possible correlations between the identified determinants and structural components of self-confidence. The results of the conducted research and data correlation analysis confirmed the assumption that certain personal determinants influence (p≤0.05; p≤0.010) the development of self-confidence in youth.

The originality of the empirical research lies in the fact that for the first time the phenomenon of self-confidence and its personal determinants in youth has been studied. The practical significance of the obtained data is that they can be used during teaching courses, in the field of personal development, in consultative work with youth; the package of psychodiagnostic techniques can be used by teachers as a psychological developmental tool.

We consider the development and testing of a psychological program for the development of self-confidence in youth to be a promising direction for the development of scientific issues.

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