



RESEARCH ON THE INFLUENCE OF SELF-UNDERSTANDING AND SELF-REGULATION ON THE PSYCHOLOGICAL WELL-BEING OF CIVILIAN CITIZENS OF UKRAINE

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Abstract

Relevance. The article highlights the features of the psychological well-being of an adult in difficult life circumstances of wartime. The subject of the study was the role of self-understanding and self-regulation of the individual in supporting a person's psychological well-being during wartime. The purpose of the work is to identify the relationship between the level of self-understanding, self-regulation and psychological well-being of a person as an indicator of the harmonization of his psychological state, as well as to develop practical recommendations for the development of such mechanisms of the psyche.

Methodology. Methods. The following methods were used in the work: 1) PWB K. Riff Psychological Well-Being Scale (Ukrainian adaptation of Karskanova S. V.); 2) Emotional Self-Awareness Test (EIQ) Vlasova O., Berezyuk M.; methods of statistical data processing. Sample. 46 respondents aged 18 to 65 years participated in the study. Gender of respondents: Women - 30 people (65%); Men - 16 people (35%).

Results. Correlations were established between the features of psychological well-being and indicators of the components of emotional intelligence of the studied individuals: differentiation of emotions (self-understanding) and acceptance of responsibility for the quality of emotional experience (self-regulation). The hypothesis that a high level of emotional self-understanding and self-regulation are associated with self-acceptance and formation of life goals of the respondents was proven. In particular, subjects with a higher level of emotion differentiation and responsibility for their own emotional states had significantly higher indicators of psychological well-being, motivational maturity (goals in life) and personal autonomy, which may indicate greater psychological integration and harmony of their inner world.

Conclusions. Based on the results of the study, recommendations were developed for the development of self-understanding and emotional self-regulation of citizens living in relatively safe regions of Ukraine.

Keywords: psychological well-being, harmony of personality development, self-awareness, self-understanding, self-regulation, emotional intelligence.

Relevance

In the conditions of a full-scale war in Ukraine, the issue of psychological well-being is becoming particularly acute. The state of constant danger, losses, social and personal

upheavals create an extremely high level of stress on the population. At the same time, there is a growing public demand for maintaining internal resilience, developing people's ability to adapt to change and maintain psychological balance despite external circumstances.

The relevance of the study is due to the need for a deeper understanding of what internal factors contribute to the development of psychological resilience and the preservation of mental health of an individual in crisis social conditions. In particular, an important direction of research is the search for effective tools for preventing stress disorders and forming personal resilience through the development of psychological mechanisms of self-understanding and self-regulation of a person.

The psychological equivalent of mental health is the phenomenon of subjective well-being or psychological well-being of a person. Such well-being is a complex multidimensional phenomenon that includes self-perception, autonomy, positive relationships, the ability to develop, purposefulness and a person's control over the environment (K. Riff, 1989).

On the other hand, in the context of the positive psychological approach (E. Diener, M. Seligman, 2004), psychological well-being is considered not only as a set of structural components of the personality (self-acceptance, autonomy, etc.), but also through the ratio of positive and negative affect. The predominance of positive affect (a feeling of satisfaction, inner harmony, vital energy) indicates a high level of psychological well-being, while the dominance of negative affect (a feeling of dissatisfaction, emotional tension) indicates its low status. At the level of individual subjective representation, well-being is interpreted primarily as a balance of positive and negative affect, which may be more or less conscious and controlled. Therefore, a special problem in the study of subjective well-being is the question: how, in the difficult circumstances of the lives of citizens in a warring country, the level of awareness of Ukrainians of their emotions and feelings (self-understanding) and the ability to manage their own emotional states (self-regulation) affect their psychological well-being.

Therefore, the purpose of the article is to study, using a Ukrainian sample, how the features of self-understanding and self-regulation skills of civilian adults who find themselves in stressful everyday life conditions are related to the features of their psychological well-being.

It should be noted that this article does not aim to study self-regulation in individuals with severe psychotraumatic consequences of combat or losses. The analysis is conducted in the general adult population, without special diagnosis of clinical cases, which allows avoiding ethical risks and ensuring compliance with the selected research methods.

Thus, the topic of the study is relevant in the context of modern challenges of Ukrainian society and has significant practical value, primarily for supporting human mental health and preventing the occurrence of destructive mental phenomena.

Theoretical background



Within the framework of the theoretical analysis, it is appropriate to consider the leading psychological approaches that allow for a comprehensive understanding of the role of self-understanding and self-regulation in harmonizing the human condition, an indicator of which is the subjective well-being of the individual. Despite methodological and philosophical differences, all models - from humanistic to cognitive, from existential to narrative - converge in many key points.

The concept of a harmonious personality, widely used in Soviet humanities, is closely related to the category of psychological well-being (Psychological Well-Being, PWB) proposed by C. Riff. Riff emphasizes that true well-being is not only the absence of symptoms of psychopathology, but also the ability of an individual to self-actualize, withstand stress, and function effectively in difficult life situations. Her model emerged as a response to the limitations of the hedonistic approach to happiness, which focuses only on pleasant emotions and subjective satisfaction with life. Instead, it is based on the ideas of eudaimonia - a deeper, meaningful well-being associated with self-realization and an active interest in the world, proposed by Aristotle.

In Ryff's six-factor model, harmony is defined as a combination of the following components: self-acceptance, positive relationships with others, autonomy, environmental mastery, personal growth, and purposefulness (Ryff, 1989). Each of these components is a manifestation of internal integrity and coherence of the functioning of the self. For example, self-acceptance - the ability to recognize oneself with all one's strengths and vulnerabilities - is the basis for the formation of stable self-esteem and personal maturity. Purposefulness provides a life vector, and personal growth - openness to change and internal development.

The prerequisites for the formation of the model were concepts of personality development, including Maslow's (1962) theories of self-actualization, Frankl's (1985) theories of the search for meaning as a key motivational force, Rogers' (1951) theories of congruence and authenticity, Erikson's (1982) theories of life crises and psychosocial maturation, as well as cognitive-behavioral ideas about internal regulation.

An integrative review of psychological well-being models also includes contemporary approaches such as Deci and Ryan's (2000) Self-Determination Theory (SDT), where well-being is understood as a function of meeting the needs for autonomy, competence, and relatedness. Self-Determination Theory (SDT), developed by Edward Deci and Richard Ryan (1985, 2000), is one of the most influential contemporary models of motivation, explaining how an individual's internal needs shape their well-being, motivational style, and well-being. Central to SDT is the idea that people have three basic psychological needs, the satisfaction of which is critical for personal growth and psychological well-being:

1) Autonomy - the feeling that I act on my own initiative, for internal reasons, and not under pressure.

2) Competence - the ability to effectively influence the environment and feel my own effectiveness.

3) Relatedness - the feeling of support, acceptance, and belonging to significant others.

When these needs are satisfied, a person develops in the direction of intrinsic motivation, integrity, psychological stability, and the ability to harmoniously express himself. When they are frustrated, the risk of extrinsic motivation, apathy, conflict between «need» and «want» increases, and therefore incongruence.

In the context of self-understanding, SDT suggests seeing oneself not as an object of control by norms and expectations, but as an autonomous subject capable of building an internally consistent life. This means developing the ability to distinguish between imposed goals and roles and one's own beliefs, interests, and style of action. Thus, self-understanding here manifests itself as a reflection on the motivational nature of one's own behavior: what drives me - desire or pressure?

Self-regulation in this model is the ability to sustain authentic action, that is, action that is consistent with internal values. On the continuum of motivation (from extrinsic to integrated), intrinsic regulation ensures long-term effectiveness without burnout. For example, cognitive reframing or rejecting external standards in favor of one's own needs are manifestations of self-regulation that support autonomy.

Autonomy in SDT is not isolation, but the ability to be oneself within the framework of full social interaction. Empirical research confirms that high levels of autonomy and intrinsic motivation are associated with greater life satisfaction, lower levels of anxiety, better academic and professional functioning, higher levels of empathy, creativity, and resilience (Ryan & Deci, 2017).

In the context of personality harmony, SDT explains that integrity arises where there is consistency between internal needs, self-awareness, and behavior. Self-understanding gives a person the key to internal motivation, and self-regulation is the ability to maintain it despite external pressure. In general, Carol Rieff's PWB model has accumulated humanistic, existential, and evolutionary-cognitive traditions. A harmonious personality is not an idealized figure, but one that: 1) has an internal meaning and vector, 2) acts in accordance with itself (autonomy), 3) accepts itself and openly perceives experience, 4) establishes deep interpersonal connections, 5) is constantly developing.

Thus, psychological well-being, according to Rieff, is an active process of forming inner harmony through self-knowledge, self-acceptance, development of potential and authentic functioning in the world.

Self-understanding is a complex integrative process of self-awareness, which includes cognitive analysis, emotional sensitivity, insight and the ability to interpret one's own experience. This concept encompasses awareness of one's thoughts, emotions, behavioral patterns and internal contradictions. According to Grant, Franklin and Langford (2002), self-understanding consists of two components: self-reflection and insight, which are



measured by the Self-Reflection and Insight Scale (SRIS). At the same time, self-reflection is the ability to reflect on one's states, while insight is a deep understanding of oneself.

The theory of objective self-observation (Duval & Wicklund, 1972; Silvia, 2001) views self-understanding as a process of activating attention to oneself, which leads to a comparison between the real and normative self, stimulating either self-correction or rumination. In humanistic psychology (Rogers, 1951), self-understanding is interpreted as the acceptance of internal experience without judgment. Rogers believed that a person can grow only when he allows himself to be as he is. In the phenomenological and narrative approaches (McAdams, 2006), self-understanding is formed through reflection on life history: a person rethinks his experience, gives it meaning, forming a holistic identity.

Thus, self-understanding performs several heuristic functions in the development of a harmonious personality: 1) forms a coherent self-concept; 2) allows you to identify authentic needs and goals; 3) reduces the level of internal conflict and ruminations; 4) creates a basis for emotional self-regulation and conscious behavior. This is a process that underlies the integrity of the personality and its openness to growth.

Self-concept is a system of beliefs about oneself that includes cognitive, emotional, and behavioral components. According to Robert Burns (1979), self-concept is not simply a reflection of who a person is, but a dynamic, self-regulating structure that influences perception, behavior, and mental stability.

Burns identifies three main components of self-concept: 1) cognitive (what I think about myself), 2) emotional (how I feel about myself), 3) behavioral (how I act in accordance with my self-image). Self-concept also has a hierarchical structure, where the general self includes partial representations of oneself in different life spheres: professional, social, emotional, etc. It is constantly formed and changed under the influence of experience, feedback, reflection and interpersonal interaction.

Self-understanding is a key mechanism for the formation and renewal of the self-concept. A person who is able to realize his true needs, experiences and internal conflicts gradually integrates different aspects of himself into a holistic system. On the other hand, incongruence - the gap between the real, ideal and socially desirable self - can cause emotional tension, frustration and alienation from himself.

A harmonious personality, according to Burns, is not one that has an "ideal" self, but one that is capable of openly integrating the various elements of one's experience into a consistent, receptive, and flexible self-concept. This ensures integrity, resilience to stress, and adaptation in a changing world.

In Carl Rogers's theory of personality (Rogers, 1951), the concept of congruence is central to understanding mental health, wholeness, and development. Congruence is a state of internal consistency across three levels: experience, self-concept, and external behavior. In other words, a person is congruent when they acknowledge and accept their

feelings, are aware of themselves, and act on this awareness. "The more I accept myself, the more I can change," Rogers argued, emphasizing that acceptance is a prerequisite for growth, not a stopping point.

Congruence is manifested in such traits as authenticity, openness to experience, emotional honesty, and the ability not to repress or deny inner experiences. Incongruence, on the contrary, is manifested in internal conflicts, self-deception, the use of defense mechanisms, and, accordingly, in mental tension.

Rogers believed that psychotherapy aims to create conditions for the growth of congruence - through three key factors:

- 1) conditional positive acceptance by a significant other (or therapist);
- 2) empathetic understanding of the client's inner experience, congruence of the therapist himself (authenticity, openness, honesty).

These same factors can also be considered as conditions for the development of a harmonious personality in everyday life. A person who is in a state of congruence demonstrates stability, emotional integrity, the ability to self-acceptance and openness to development. Congruence is also directly related to self-understanding: it is possible only when a person allows himself to realize and integrate even those aspects of himself that were previously repressed or denied. This process contributes to the creation of a coherent self-concept, which in turn allows for the regulation of behavior based on deep contact with his own values, and not on the basis of external norms or expectations. Thus, in Rogers' concept, a harmonious personality is a congruent personality who lives life in agreement with his or her own inner experience, rather than in denial or distortion of it.

Self-efficacy in Albert Bandura's theory. Albert Bandura (Bandura, 1997) considered self-efficacy as a person's belief in their own ability to achieve goals, cope with challenges, and regulate behavior in difficult conditions. Self-efficacy is directly related to self-regulation: it affects the level of effort, duration of actions, and resilience in the face of difficulties. A person with high self-efficacy is more likely to: act in accordance with their own goals, maintain intrinsic motivation, and be less prone to frustration and rumination.

Thus, self-efficacy is a psychological resource that enhances both self-understanding (through the experience of control) and self-regulation (through consistent purposeful effort).

Antonovsky (1987) proposed a model of salutogenesis, an approach that explains how a person maintains health and harmony under stress. The central concept of the model is the sense of coherence, which includes: 1) awareness (what is happening to me), 2) controllability (I can influence), 3) meaningfulness (this has meaning). A high sense of coherence increases stress resistance, promotes the integration of experience, the development of self-regulation and self-perception. It resonates with Frankl's logotherapy, Deci and Ryan's SDT, and the concept of holistic identity.

Koole (2009) proposed a model of self-regulation that encompasses three levels of the psyche: 1) emotional (impulsive response to stimuli), 2) motivational (regulation of



actions in accordance with needs), 3) value (long-term action in accordance with a philosophy of life).

This model integrates data from emotional regulation, motivation theories (SDT, Bandura), and cognitive behavioral therapy, allowing for a better understanding of how self-regulation works in conditions of contradictions or a crisis of meaning. Koole emphasizes that a harmonious personality is able not only to regulate emotions, but also to build a life in accordance with a value context that corresponds to its deep self.

The narrative approach to understanding personality, proposed by the American psychologist Dan McAdams (McAdams, 1985, 2001, 2006), considers a person's narrative identity as a space of self-content. The researcher defines narrative as a process of rethinking experience in which an individual identifies meaningful moments in his life (successes, traumas, turning points) and embeds them in an internal life plot. The structure of the narrative includes key scenes, characters, motivational themes, and the moral position of the narrator.

This allows: 1) to find meaning in complex events, 2) to restore subjective control, 3) to see the connection between different periods of one's development.

Narrative self-understanding is an active creative act in which a person not only remembers, but also interprets, chooses, rewrites and creates a new version of themselves that corresponds to their current values and goals.

In terms of self-regulation, narrative identity gives a person internal consistency, which allows them not to get lost in a crisis, maintain a vector of actions and not lose a sense of meaning.

McAdams identifies two key types of narratives: 1) a redemption narrative—a story in which a negative experience is transformed into meaning, growth, and strength; 2) a contamination narrative—a story in which the positive is destroyed by the negative, leading to rumination, devaluation, and decreased self-acceptance. Changing the narrative, for example, from a story of defeat to a story of growth, is a mechanism for emotional recovery and behavioral regulation.

A harmonious personality, according to narrative theory, is one who is able to rewrite their life script in the direction of a meaningful, coherent, and stable self-perception. This does not mean avoiding difficulties, but rather the ability to place challenges in the context of personal growth. Self-understanding here is authorship, and self-regulation is the ability to keep the plot open to new content.

The presented theoretical analysis allows us to formulate the following hypotheses for further research:

The main hypothesis of the study: the features of a person's psychological well-being are positively related to the level of his or her self-understanding and self-regulation. The higher the level of development of a person's self-understanding and self-regulation skills, the higher the level of psychological well-being of such a person.

Partial hypotheses:

1) Self-understanding (the ability to realize, reflect and differentiate emotions) is positively correlated with the level of self-acceptance, autonomy, purposefulness and personal growth.

2) Insufficient development of self-understanding and self-regulation is associated with a lower level of psychological well-being, a decrease in purposefulness and self-acceptance of a person.

Methodology

The aim of the empirical study is to identify the relationship between the characteristics of psychological well-being as evidence of the harmony of an adult's personality with the level of development of their emotional self-understanding and self-regulation.

Research methods:

- theoretical: analysis and generalization of scientific literature on the issues of self-understanding, self-regulation, psychological well-being and personality harmony; systematization of psychological concepts to form a theoretical model of the relationship between the phenomena under study.

- empirical: 1) Psychological Well-Being Scale (PWB) - K. Riff (Ukrainian adaptation of Karskanova S. V.); 2) Emotional Intelligence Test (EIQ) - O. Vlasova, M. Berezyuk (both methods have undergone preliminary testing and have appropriate validity). 3) questionnaire for collecting objective characteristics of study participants;

- methods of statistical data processing: 1) qualitative analysis of responses, including interpretation of results in the context of psychological theories;

1) quantitative analysis of results using mathematical statistics methods Standard Microsoft Excel software tools and the following specialized statistical methods were used for calculations:

2) Descriptive statistics: calculation of mean values, standard deviations, frequency characteristics for a general assessment of the distribution of results on each scale.

3) Correlation analysis (Pearson coefficient): to determine the relationships between the level of self-understanding, self-regulation and indicators of psychological well-being.

3) Comparative analysis: study of differences in the levels of psychological well-being, emotional competence and motivational orientations depending on gender, age, professional effectiveness.

4) Graphical presentation of data: construction of diagrams and tables to visualize the main results.

Brief description of the methods used:

The purpose of the Psychological Well-Being Scales (PWB, author - Carol Riff) is to assess the level of psychological well-being of an individual according to six basic



dimensions: Autonomy; Self-acceptance; Positive relationships with others; Environmental management; Life goals; Personal growth.

The PWB Scale questionnaire consists of 84 statements (14 for each scale). The answers are rated on a 6-point scale: from "strongly disagree" (1) to "strongly agree" (6). Each of the scales of the PWB methodology corresponds to the key aspects considered in the theoretical review. Their correlation is summarized in Table 1:

Relationships between scales of psychological well-being.

The scales of the K. Riff model do not function in isolation. They are closely related to each other and reflect a holistic system of internal well-being:

1) A high level of self-acceptance is often accompanied by developed autonomy and goal orientation in life.

2) Positive relationships support both self-understanding and the ability to personal growth.

Table 1. PWB scale and correspondence to scientific theories

| Theoretical position | The corresponding scale of the PWB methodology |
|--|---|
| Self-acceptance as the basis of harmony (K. Rogers) | Self-acceptance |
| Social inclusion and the need for love and belonging (A. Maslow) | Positive relationships with others |
| Autonomy as a necessary condition for self-development (E. Deci, R. Ryan) | Autonomy |
| The presence of meaningful life orientations (V. Frankl) | Goals in life |
| The desire for constant development and self-actualization (A. Maslow, D. McAdams) | Personal growth |

3) Optimal mastery of the environment is a consequence of the development of autonomy and personal growth.

4) The lack of development in one of the areas (for example, a low level of self-acceptance or lack of life goals) can negatively affect other aspects of well-being.

Thus, psychological well-being is considered as a dynamic system, where the development or decline of one component is reflected in the holistic state of the personality. In general, the described scales form a harmonious unity of human life competencies, which, being ontogenetically formed, lead a person to flourish as a stable psychological well-being.

The use of psychological well-being scales makes it possible to answer the following key research questions:

1) Is the individual able to accept himself and recognize his value?

- 2) Is the individual able to build deep and supportive relationships?
- 3) To what extent is the individual independent in his judgments and actions?
- 4) Does the individual have effective strategies for managing life circumstances?
- 5) Does the individual have defined life goals and does he feel the meaning of his existence?
- 6) Does the individual strive for constant development and disclosure of his own potential?

The results obtained using the method will allow us to empirically test the assumption that developed self-understanding and self-regulation skills are positively correlated with the level of psychological well-being and, accordingly, with the harmony of the personality.

Assessment of the level of self-understanding and self-regulation based on the results of the EIQ.

The purpose of the Emotional Intelligence Test (EIQ test) by O. Vlasov and M. Berezyuk is to investigate the level of development of the emotional competencies of the individual at the level of working with one's own emotions as intrapsychological formations.

The main dimensions or scales of the questionnaire relevant to the subject of the study:

- 1) Expression of emotions (an indicator of self-understanding),
- 2) Differentiation of emotions (an indicator of self-understanding),
- 3) Empathy (the innate ability to resonate with the experiences of others),
- 4) Acceptance of responsibility (an aspect of self-regulation),
- 5) Management of emotions (an aspect of self-regulation).

Form: scale questionnaire with a quantitative assessment of each component.

The method allows you to study general trends in the level of development of emotional self-understanding and self-regulation among an adult sample and identify relationships between these factors and other variables.

The idea of emotional intelligence (EI) arose as a reaction to the limitations of the cognitive approach to understanding intelligence and emphasized the importance of emotional processes in the development of personality. P. Salovey, J. Mayer, and later D. Goleman formulated the idea of emotional intelligence as the ability to be aware of one's own emotions and the emotions of other people, to regulate them and use them in thinking and activity.

To diagnose the level of development of emotional self-understanding and self-regulation, this study used the "Emotional Self-Awareness Test" (EIQ) methodology developed by O. I. Vlasova and M. A. Berezyuk. The components of emotion differentiation and emotion management directly correspond to the concepts of self-understanding and self-regulation, which are considered the main factors in the formation of psychological harmony of the individual. Differentiation of emotions provides



awareness of the inner emotional world, deeper self-knowledge, and is a necessary condition for constructive self-regulation. Emotion management allows the individual to respond adaptively to stressful or difficult situations, maintain internal balance, and effectively interact with the environment. Accepting responsibility for emotions forms the position of the internal locus of control, which is associated with autonomy and optimal mastery of the environment.

Significance for research. The EIQ questionnaire allows us to quantitatively assess the development of emotional self-understanding and self-regulation in adult respondents, which makes it possible to empirically test the hypothesis about their connection with the level of psychological well-being. It also allows us to identify the strengths and weaknesses of the respondents' emotional competence, which is the basis for further practical recommendations for the development of a harmonious personality.

The test consists of 50 statements, which are combined into five scales. The assessment is carried out on a three-level scale: low (1–3 points), medium (4–7 points), high (8–10 points) level of development of the corresponding emotional characteristic.

Thus, the Vlasova–Berezyuk model of intrapersonal emotional intelligence provides the opportunity for empirical research into the basic processes of emotional self-reflection and self-regulation in the context of the general psychological characteristics of the personality's harmony and its ability to maintain subjective well-being.

The current empirical study was conducted from 01.2025 to 04.2025 among the adult population of Ukraine located in regions of the country remote from the front line. The study aimed to identify the relationships between the level of self-understanding, self-regulation and psychological well-being of the individual in conditions of increased stress, characteristic of the country's modern social situation.

Research sample: 46 respondents aged 18 to 65 years participated in the study. Gender of respondents: Women - 30 people (65%); Men - 16 people (35%). Age categories: 18-25 years - 2 people (4%); 26-35 years - 20 people (43%); 36-45 years - 14 people; (30%); 46-60 years - 4 people (9%); 60+ years - 5 people (11%).

Respondents were recruited on a voluntary basis. The sample was formed from working adults without diagnosed mental illnesses or severe clinical traumas.

Data collection procedure:

1) The questionnaires were provided to respondents in printed and electronic format.

Before filling out the questionnaires, participants were provided with information about the purpose of the study, the principles of voluntariness and confidentiality of participation.

2) The average time for filling out one set of methods was about 30-40 minutes.

Ensuring data validity:

1) All methods used have proven psychometric validity and reliability in domestic adaptations.

2) Ethical standards of psychological research were observed: voluntary participation, anonymity of responses, absence of coercion.

Results

As part of the study, the level of psychological well-being of respondents was diagnosed using the Psychological Well-being Scale (PWB) by K. Riff.

The methodology allows assessing six key aspects of personal well-being: self-acceptance, positive relationships with others, autonomy, optimal mastery of the environment, goals in life, and personal growth. (see Table 2.)

Table 2. Average results on PWB scales

| Scale | Average |
|------------------------------------|---------|
| Self-acceptance | 58,00 |
| Positive relationships with others | 57,49 |
| Autonomy | 60,58 |
| Optimal mastery of the environment | 58,20 |
| Goals in life | 61,10 |
| Personal growth | 65,18 |

Analysis of the average scores indicates the following trends:

1) The highest indicators were recorded on the personal growth scale (65.18 points), which indicates a high level of respondents' orientation towards their own development, desire for self-realization and expansion of personal potential.

2) The indicators on the life goals (61.10) and autonomy (60.58) scales also turned out to be quite high, which indicates the presence of life direction, independence in decision-making and internal stability of the respondents.

3) Slightly lower average values are observed on the scales of self-acceptance (58.00) and optimal mastery of the environment (58.20), which may indicate certain difficulties of respondents in accepting their own shortcomings and adapting to external circumstances.

4) The lowest indicator was recorded on the scale of positive relationships with others (57.49), which may indicate the existence of certain difficulties in building deep, trusting interpersonal relationships among some respondents.

The obtained data allow us to conclude that in general, respondents demonstrate a fairly high level of psychological well-being, with a particularly developed orientation towards personal development and internal autonomy. At the same time, a certain insufficiency in the sphere of positive relationships and self-acceptance indicates the presence of reserves for further personal growth.

A detailed analysis of the distribution of respondents by the levels of development of the six key components of psychological well-being showed the following trends:

1) The average level of development of well-being indicators prevails on most scales.



2) The share of respondents with a high level of development of PWB components is significant and varies from 36% to 52% depending on the scale.

3) The number of respondents with a low level on each scale is minimal and does not exceed 4% of the sample.

4) In all cases, there is a small share of missing or incorrectly filled in answers (~4% of the sample).

Most respondents demonstrate an average or high level of psychological well-being on all main scales.

A high level of psychological well-being is most clearly manifested in the areas of purposefulness and personal growth, which indicates the dominance of development and self-realization among the respondents.

The least expressed (although also at an average level) components are positive relationships with others and mastery of the environment, which may reflect the peculiarities of social functioning in conditions of increased stress in society.

As part of the study, an assessment of the development of basic emotional competencies of the individual was carried out using the Emotional Intelligence Test (EIQ) by O. I. Vlasova and M. A. Berezyuk. The average values are presented in Table 3.

Table 3. Average results on the scales of the EIQ Test (Vlasova-Berezyuk)

| Scale | Mean |
|---|-------|
| Differentiation of emotions | 7,62 |
| Expression of emotions | 4,91 |
| Empathy | 6,67 |
| Acceptance of responsibility | 6,31 |
| Management of emotions | 5,62 |
| Overall level of emotional self-awareness | 31,13 |

Interpretation of the results by scales shows the following:

- 1) Differentiation of emotions - 7.62 (average level closer to high).
 - Respondents demonstrate a well-developed ability to recognize and distinguish their emotions.
 - Close to a high level, which indicates a formed self-understanding of emotional states.
- 2) Expression of emotions - 4.91 (average level)
 - There is an average level of openness in expressing emotions.
 - There may be certain barriers to the natural expression of feelings in social situations.

3) Empathy - 6.67 (average level, closer to high, probably due to the gender imbalance of the sample, where 2/3 are women)

- The ability to understand and empathize with the emotions of other people is quite well developed.

- This contributes to maintaining social adaptability.

4) Accepting responsibility for emotions - 6.31 (average level)

- Respondents are partially aware of their responsibility for their own emotional states.

- There is potential for further development of personal autonomy in the emotional plan.

5) Managing emotions - 5.62 (average level)

- The ability to regulate emotional reactions is developed at an average level.

- In stressful or emotionally saturated situations, difficulties with controlling emotions are possible.

6) Overall level of emotional self-awareness - 31.13 points (with a maximum possible score of 50 points)

- This corresponds to an average level of emotional self-awareness.

- Respondents are capable of basic reflection of emotions and regulation of emotional behavior, but have reserves for further improvement.

Thus, the best developed competence in the sample is the differentiation of emotions, which indicates a sufficiently high level of self-understanding. The least developed was the sphere of expression of emotions, which may indicate the difficulties of respondents in open emotional communication. Respondents have an average level of self-regulation, which indicates the ability to manage emotions in ordinary situations, but potential difficulties in crisis moments of life. The overall level of emotional intelligence of the sample can be assessed as sufficient, with clear opportunities for further development.

In order to more deeply analyze the relationships between the level of development of self-understanding, self-regulation and psychological well-being, a correlation analysis of the results was conducted using the "Emotional Self-Awareness Test" (EIQ) and "Psychological Well-Being Scale" (PWB) methods.

The EIQ scales that best reflect the level of self-understanding and self-regulation of the studied individuals were selected for analysis:

1) Differentiation of emotions (EIQ) - as an indicator of self-understanding.

2) Acceptance of responsibility for emotions (EIQ) - as an indicator of reflective self-regulation.

3) Management of emotions (EIQ) - as an indicator of active emotional self-regulation.



Also, the scales of psychological well-being (PWB) diagnostics were highlighted, which, in the author's opinion, are most closely related to the integration of the personality, namely: Self-acceptance, Autonomy, Goals in life.

Calculations of the Pearson correlation coefficient showed that the Emotion Differentiation scale has: a strong positive relationship with the Goals in life scale ($r \approx 0.68$), a medium positive relationship with the Self-acceptance scale ($r \approx 0.45$), and a weak relationship with the Autonomy scale ($r \approx 0.19$).

The Acceptance of Responsibility for the Quality of Emotional Experience scale showed a medium positive relationship with the Self-acceptance scale ($r \approx 0.55$) and a weak positive relationship with Autonomy ($r \approx 0.30$).

To visually represent the relationships between the development of emotional self-awareness and the components of psychological well-being, scatter plots were constructed using regression lines (see Fig. 1).

Also, the scales of psychological well-being (PWB) diagnostics were highlighted, which, in the author's opinion, are most closely related to the integration of the personality, namely: Self-acceptance, Autonomy, Goals in life.

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To visually represent the relationships between the development of emotional self-awareness and the components of psychological well-being, scatter plots were constructed using regression lines (see Fig. 1).

Taking responsibility for the quality of emotions (reflexive self-regulation) also demonstrates a positive association with self-acceptance, which indicates the importance of realizing personal responsibility for one's own emotional states for the integration of the image of the "I".

The revealed dependencies indicate that the development of a person's self-understanding contributes to increasing his or her internal harmony, self-acceptance, independence of judgments and the ability to build personally meaningful goals. And reflective self-regulation (taking responsibility for one's own emotions) is an important component of the inner integrity of the personality, supporting and harmonizing its processes of self-acceptance.

Thus, the results of the correlation analysis confirm the hypothesis of the leading role of self-understanding and reflective self-regulation in the formation of the psychological well-being of the studied individuals. As can be seen, the development of differentiation

of emotions and a responsible attitude to one's own emotional states are key factors in increasing the psychological well-being of an individual in the face of social challenges. This also allows us to speak of a more harmonious level of development of such an individual.

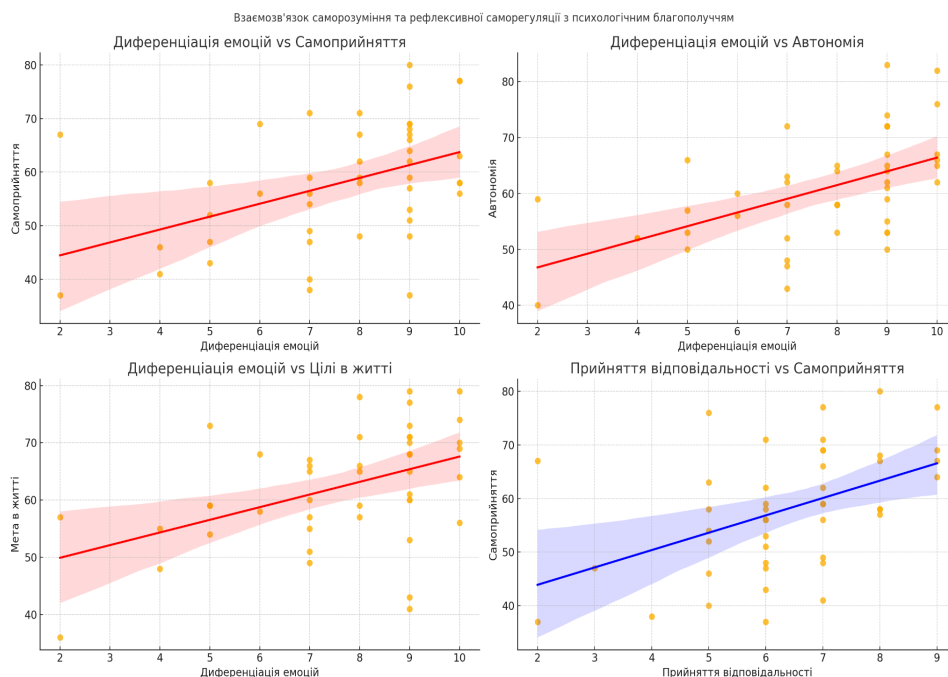


Figure 1. Relationship between self-understanding, reflective self-regulation, and psychological well-being scales

In contrast, volitional self-regulation of emotions (emotion management) does not have a strong direct impact on psychological well-being in this sample. This may indicate that formal control of emotions without deep awareness of them is an insufficient factor for achieving and sustainably maintaining a harmonious (psychologically well-being) state of the individual.

Although the scales of emotional management and expression did not show strong correlations with the indicators of psychological well-being of respondents in our study (coefficients within $r = 0.19-0.25$), it should be noted that such results indicate that both emotional management and emotional expression can be factors supporting the psychological harmony of the individual. And emotional regulation is associated not only with the internal acceptance of oneself as a person, but also with the ability of the individual to adequately express their experiences and effectively interact with the outside world, to build life strategies. Therefore, the development of the skills to openly



express emotions and at the same time effectively manage them is a significant resource for increasing the psychological well-being of the individual.

At the next stage of the work, in order to conduct an in-depth analysis of the relationship between the development of emotional self-awareness and various aspects of psychological well-being, a comparison of the average indicators on all six scales of the PWB methodology was carried out in groups of respondents with different levels of emotional self-awareness development.

Respondents were divided into three groups according to the total score on the Emotional Self-Awareness Test (EIQ):

- Low level of emotional awareness (1–15 points),
- Average level of emotional awareness (16–35 points),
- High level of emotional awareness (36 points and more).

Next, the average values on the psychological well-being scales were calculated in the created groups. These results are reflected in table 4.

Comparative analysis of the data in table 4 revealed the following trends:

1) Respondents with a high level of emotional self-awareness have the highest scores on all scales of psychological well-being.

The highest results were found on the scales of personal growth (69.00 points), goals in life (65.22 points) and autonomy (63.44 points), which indicates a high level of personal integration and internal life direction.

2) Individuals with an average level of emotional awareness have consistently moderately high well-being indicators, but their results on all scales are lower than those of respondents with a high level of emotional self-awareness.

Table 4. Comparative table of psychological well-being (PWB) indicators of studied individuals with different levels of emotional intelligence (EIQ) development

| PWB Indicators EIQ Level | Self- Acceptance | Positive Relatio nships | Autono my | Enviro nment al Maste ry | Life Goals | Perso nal Growth |
|-------------------------------------|-----------------------------|--|----------------------|---|-----------------------|---------------------------------|
| High Level | 61,33 | 61,33 | 63,44 | 61.11 | 65,22 | 69,00 |
| Average Level | 56,89 | 56,63 | 59,89 | 57,49 | 61,74 | 64,43 |
| Low Level | 67,00 | 53,00 | 59,00 | 57,00 | 57.00 | 57,00 |

3) Respondents with a low level of emotional self-awareness revealed a heterogeneous profile: high self-acceptance (67.00 points), but reduced indicators on other scales, especially on the scales of positive relationships (53.00 points) and goals in

life (57.00 points). This may indicate the fragmentation of the internal structure of the personality in this group.

The results obtained confirm the hypothesis that a higher level of development of emotional consciousness contributes to a more harmonious personal functioning of a person. A developed understanding of one's own emotions has a positive effect on the formation of a person's self-acceptance, autonomy, purposefulness, ability for personal growth and effective mastery of the environment.

Thus, the development of emotional self-awareness can be considered as one of the key mechanisms for maintaining the psychological well-being of an individual, which paves the way to his harmonious sense of self and the experience of the harmony of existence.

Discussion

Despite their conceptual complexity, self-understanding and self-regulation are not only philosophical psychological categories, but also everyday psychological skills that determine psychological well-being, quality of life, and human adaptation.

In everyday life, self-understanding manifests itself through:

- 1) awareness of one's current emotions, needs, and motives;
- 2) the ability to distinguish one's own desires from external expectations;
- 3) reflection on one's reactions, habits, and decisions;
- 4) acceptance of both one's strengths and vulnerabilities.

This allows you to form more conscious micro-goals: choosing how to spend the evening, what to eat, who to meet, when to say "no". Self-understanding here works as an internal compass, reducing background anxiety and helping to avoid ruminations caused by unacceptable or unconscious choices.

Self-regulation in everyday life is the ability to manage one's attention, emotions, impulses and behavior in accordance with the goals, values or needs of the moment. In everyday human practice, this involves:

- 1) control over automatic reactions (breathing before responding, "pausing" before emotional action),
- 2) forming useful habits and abandoning destructive ones,
- 3) planning time and practices for recovery after stressful events.

Practical self-regulation strategies include keeping a self-observation diary, mindfulness practices, the "stop-reaction" technique, and designing an environment that supports desired behavior.

Scientific models that productively explain such processes include: Baumeister's Self-Control Model (Baumeister et al., 1994), which views self-regulation as a resource that is depleted but can be restored; Ajzen's Theory of Planned Behavior (Ajzen, 1991), which points to the interaction of attitudes, social norms, and a sense of control; and the Goal Setting Model (Locke & Latham, 2002), which emphasizes the importance of clearly formulated and achievable goals for effective adult self-regulation. Despite



methodological and philosophical differences, this and other models considered in the article, from humanistic to cognitive, from existential to narrative, converge in key conclusions: in complex life situations, self-understanding allows a person to be aware of their needs, values, internal conflicts, and potential, and self-regulation allows them to effectively manage emotions, behavior, and resources, thus supporting their own psychological well-being.

Thus, self-understanding and self-regulation are not abstract traits, but everyday tools of mental well-being that help a person build their own life, consistent with their conscious essence. And a harmonious personality is not one who always feels good, but one who is able to feel themselves even in stressful circumstances, recover and return to the internal vector of activity.

Conclusions

During the theoretical analysis of scientific sources, it was found that self-understanding and self-regulation are key factors in the harmonious functioning of the individual, which allows him to remain subjectively well-off, effectively recovering in various circumstances of peaceful and military life.

Empirical research confirmed the presence of positive statistical relationships between the levels of development of emotional self-understanding, self-regulation and the main structural components of a person's psychological well-being. Thus, the differentiation of emotions showed a strong positive relationship with the presence of goals in life among respondents, a medium positive relationship with their self-acceptance and a weaker, but reliable relationship with autonomy. Acceptance of responsibility for the emotions experienced by the subjects demonstrated a positive relationship of medium strength with their self-acceptance and a weak positive relationship with autonomy. At the same time, emotion management did not show significant correlations with indicators of psychological well-being of the subjects.

Thus, the data obtained in the study indicate that the level of emotional self-understanding (differentiation of emotions) has a significant positive contribution to the psychological well-being of an adult, in particular, corresponding to his acceptance of himself as a person and the formation of life goals. Acceptance of responsibility for his own emotions in the studied individuals is also positively related to their internal self-acceptance, which emphasizes the importance of reflective emotional self-regulation for the processes of harmonizing the internal states of a person and the relationship with the environment of the individual. At the same time, the emotion management scale did not show a reliable connection with the psychological well-being of the representatives of this sample. This may indicate that attempts at formal - directive control of emotions without their deep awareness are an insufficient factor for achieving a harmonious state of the individual. In contrast, respondents with a higher level of emotional self-awareness and

responsibility for their own emotional states had significantly higher indicators of psychological well-being, life satisfaction, and motivational maturity, which may indicate greater harmony in their inner world.

The results obtained also allowed to form practical recommendations that draw the reader's attention to the existing opportunities to introduce individual psychological practices in everyday life, focused on improving self-reflection, learning personal goals and values, finding the meaning of one's own social roles, developing cognitive rethinking skills, emotional self-regulation and mindfulness. They emphasize that in everyday life, self-understanding is the basis of a person's self-determination in individual, family, professional contexts, and therefore a tool for effective personal self-realization. This is especially relevant in conditions of war, mobilization and labor migration. The formation of the ability to deep self-reflection and manage emotional states is a resource for adapting to uncertainty, human resilience and orientation to finding internal supports in life.

Prospects for further scientific development of the research problem include focusing on the creation and testing of a training program for the development of self-knowledge and self-regulation in various social groups, as well as on deepening the study of the role of existential aspects (awareness of death, freedom, responsibility) in the formation of a harmonious, psychologically healthy personality.

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Disclaimer. The authors declare that their opinions and views expressed in this manuscript are not subject to the influence of any organizations.

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