

Features of Reflection, Resilience, and Vitality of Adolescents Engaged and Not Engaged in Sports

Morozyuk Svetlana Nikolaevna, Morozyuk Yuri Vitalievich

Moscow State Pedagogical University, Moscow, Russia

Kuznetsova Elena Sergeevna

Moscow University of Psychology and Social Sciences, Moscow, Russia

The article is devoted to the consideration and analysis of the resilience and vitality of adolescents engaged and not involved in sports, and aims to reveal interrelations between psychological correlates of resilience and viability of teenagers, to study features of their resilience depending on whether they are engaged or not in sports.

Keywords: resilience, viability, coping strategies, persistence, self-efficacy, adaptation

The problem of viability has become popular in science relatively recently, around the seventies of the twentieth century, the term “invulnerable” child was used in Germany. This term is key in the study and description of adolescents aged 10 to 17 years and children aged 3 to 10 years. Currently, this concept has been replaced by a more accurately characterizing term, which allows better revealing the essence and meaning of this definition, by “viability”, which provides for susceptibility to the negative effects of the environment. In addition to the environment, the concept of the environment also includes the child’s social circle and any other social sphere that has both indirect and direct effects on the child. Currently, a large number of works by both foreign and domestic researchers are devoted to the problem of viability and resilience (Hamill, Kazdin, Holland, & Crowley, 1997; Kitano & Lewis, 2005; Luthar, 1993; Millstein, Petersen, & Nightingale, 1993; Rutter, 1987; Ungar, 2005; Vaillant, 2003; Werner, 1993; Zimmerman & Arunkumar, 1994).

In Russian science, the phenomenon of “vitality” and “resilience” is studied in a broad interdisciplinary context. The concept of “viability” is used in biology, in philosophy, in historical science, in pedagogy, in sociology, in psychology (Akhiezer, Ilyinsky, Muzdybaev K., Mukhina, Nazaretyan, Rylskaya, Razumovsky, Khazov, Sirotkina, Slobodchikov).

Various domestic and foreign sources understand resilience as a combination of love of life and energy, where love of life is an interest in life, and energy is an opportunity to achieve goals. This is the ability to react outside the box to standard life situations, which increases the likelihood of their successful resolution. This is

Morozyuk Svetlana Nikolaevna, Doctor of Psychological Sciences, Professor, Department of Psychology, Moscow State Pedagogical University, Moscow, Russia.

Morozyuk Yuri Vitalievich, Doctor of Psychological Sciences, Professor, Department of Psychology, Moscow State Pedagogical University, Moscow, Russia.

Kuznetsova Elena Sergeevna, Candidate of Psychological Sciences, Head of the Department of Management Psychology, Moscow University of Psychology and Social Sciences, Moscow, Russia.

the confidence that everything in life has its own meaning, the ability to find its purpose. It is a willingness to emerge victorious from any life situation and gain life experience. This is an optimistic way to communicate with the world and the people around you.

“Resilience characterizes the measure of a person’s ability to withstand a stressful situation, maintaining internal balance and not reducing the success of activities” (Leontiev, 1995). The author considers resilience as the main resource for overcoming life difficulties, as a person’s ability to control and manage life events, perceive difficulties as valuable experience, and successfully cope with them, using them as an opportunity for personal growth. The semantic components of the concept of resilience were proposed by T. V. Nalivaiko: strong character, determination, and optimism. In her opinion, resilience is based on individual personality traits (extraversion, introversion, anxiety, and spontaneity) and self-attitude, and is also associated with life-meaning orientations and stylistic self-regulation of personality (Borisenko, Materova, Khovalkina, & Shamardina, 2014, p. 184). Muddi (2005) and other researchers propose the construct “resilience” as one of the resources influencing the applied coping strategies, they even introduced the term “persistent coping” (hardycoping).

In addition to resilience, a person has a certain level of vitality. Viability is the individual ability of a person to manage their own resources: health, emotional, motivational, volitional, cognitive spheres, in the context of social, cultural, and environmental conditions: “Viability is the ability of a person or a social system to build a normal, fulfilling life in difficult conditions” (A. V. Makhnach & Laktionova A. I., 2007).

Summing up all the above, we can conclude that resilient people are, first of all, those whose lives are filled with meaning. They are deeply aware of the importance of their existence, which gives them strength, makes them capable of overcoming difficulties and obstacles in achieving vital goals. The vitality of a personality is manifested not only in resilience, in the ability to hold a goal in the most difficult life circumstances, but also in the ability to find non-standard solutions in everyday routine situations, improvise, finding a way out of any difficult life situation without loss of enthusiasm.

While determining the purpose of the study, we faced a problem related to the so-called marginal personality. This is the period when a teenager has left the society of children, but is still not an adult. During this period, many problems arise between teenagers, the most important of which are socialization and adaptation to constantly and rapidly changing life circumstances.

Based on this, we have determined the purpose of our research to search for factors that develop the vitality of a personality, its resilience. Being aware that there are many factors contributing to the development of personality vitality, in this article we considered teenagers’ sports activities as such a factor. We have suggested that there is a connection between the resilience and vitality of a teenager’s personality with sports. Teenagers who play sports will have significantly higher indicators of resilience and vitality than teenagers who do not play sports.

The research methods and techniques were: the test of “vitality” by S. Maddi (adapted by D. A. Leontiev & E. I. Rasskazova); the test “Viability of an adult” (A. V. Makhnach); quantitative and qualitative analysis of the results. The resilience and vitality of the results were evaluated on the basis of mathematical statistics methods: the *r*-Spearman correlation coefficient was used. The STATISTICA 7.0 program was used for statistical data processing.

The study involved teenagers of 10 grades of MBOU Secondary School No. 18 in Sergiev Posad, Moscow region, in the number of 31 people (of whom 12 people are engaged in various sports professionally, 19 people are not involved in sports). The results of the study are presented below.

Table 1

The Relationship Between the Indicators of Vitality and Resilience of Adolescents Involved in Sports (According to r-Spearman) (n = 12)

Indicators of resilience (by Maddy S.)	Viability indicators (according to A. V. Makhnach)					
	Self-efficacy	Perseverance	Internal locus of control	Adaptation	Spiritual life	Social and family ties
Engagement	0.32*	0.17	-0.13	-0.11	-0.08	0.05
Control	-0.17	-0.31*	0.28*	0.14	-0.16	0.11
Risk	0.36*	-0.10	0.06	-0.34*	0.18	0.19

Note. Statistically significant relationships: ** at the level of $p \leq 0.01$; * at the level of $p \leq 0.05$.

The data presented in Table 1 indicate the presence of a statistically reliable direct relationship between the indicator of vitality “Engagement” and the indicator of viability “Self-efficacy” in adolescents engaged in sports (0.32*). That is, the more a teenager is involved in sports activities, the more interesting it is to him, the higher his self-efficacy and not only in sports activities, but also in other spheres of life and circumstances. Sports activities contribute to the development of such qualities as discipline, determination.

Despite the presence of a weak positive statistically reliable relationship between the indicator of resilience “Risk” and the indicator of viability “Self-efficacy” (0.36*), it is important to say that the propensity to take risks helps to set ambitious goals, take risks, and overcome difficulties in order to achieve it, which significantly increases the self-efficacy of the individual.

At the same time, a high propensity to risk, which is morally and spiritually not controlled by the coach, parents, and teachers, complicates the processes of social adaptation. This is confirmed by a negative statistically significant relationship between the indicator of resilience “Risk” and the indicator of viability “Adaptation”.

Adolescents involved in sports are characterized by an internal locus of control, which is confirmed by a statistically significant positive relationship between the indicator of vitality “Control” and the indicator of viability “Internal locus of control” (0.28). Taking responsibility for their health, lifestyle, and actions becomes integral characteristics of the personality of adolescents, which is very important during a period of rapid personal formation. At the same time, an excessive tendency to self-control reduces the persistence to achieve the goal. This is evidenced by the negative relationship found between the indicator of resilience “Control” and the indicator of viability “Perseverance”.

Table 2 presents data on the resilience and viability of adolescents who do not engage in sports. If teenagers who play sports and are involved in this activity show a high level of self-efficacy, then teenagers who do not play sports, we see the opposite result, i.e., teenagers who do not play sports and are not involved in any activity, for example, computer games, communication as a meaningless pastime, hobbies are less self-effective. This is evidenced by the presence of an inverse statistically significant relationship between the indicator of vitality “Engagement” and the indicator of viability “Self-efficacy” (-0.27*).

Table 2

The Relationship Between the Indicators of Vitality and Resilience of Adolescents Who Do Not Engage in Sports (According to r-Spearman) (n = 19)

Indicators of resilience (by Maddy S.)	Viability indicators (according to A. V. Makhnach)					
	Self-efficacy	Perseverance	Internal locus of control	Adaptation	Spiritual life	Social and family ties
Engagement	-0,27*	0,25*	-0,08	0,03	0,10	-0,12
Control	0,14	0,16	0,32*	0,26*	0,03	-0,14
Risk	0,28*	0,13	-0,11	-0,10	0,05	0,07

Note. statistically significant relationships: ** at the level of $p \leq 0.01$; * at the level of $p \leq 0.05$.

At the same time, both those and other teenagers are involved in activities accompanied by high perseverance. This is evidenced by the presence of a statistically significant direct relationship between the indicator of vitality “Engagement” and the indicator of viability “Self-efficacy” in adolescents (0.25*).

If teenagers who play sports have a very high risk appetite that can make it difficult for them to adapt to society, then we did not find such a connection among teenagers who do not play sports.

Thus, our assumption was confirmed that there is a connection between the resilience and vitality of a teenager’s personality with sports.

The connections we have found are very ambiguous:

The more teenagers involved in sports are involved in sports activities, the more self-effective they are.

For teenagers who do not play sports, are involved in any activity, for example, computer games, communication as a meaningless pastime, hobbies are less self-effective.

Adolescents involved in sports are characterized by an internal locus of control, which is confirmed by a statistically significant positive relationship between the indicator of vitality “Control” and the indicator of viability “Internal locus of control”.

Involvement in the activities of adolescents engaged and not engaged in sports is accompanied by high perseverance.

We consider it legitimate to conclude that sport is one of the most important factors contributing to the development of vitality and resilience of a person, manifested in such personal qualities as discipline, perseverance, and determination. At the same time, the high propensity to risk, so necessary in sports, requires moral and spiritual control from teachers, coaches, and parents, since resilient people are, first of all, those whose lives are filled with meaning. A deep awareness of the importance of their existence gives them strength, makes them capable of overcoming difficulties and obstacles in achieving vital goals.

References

- Averin, V. A. (1998). *Psychology of children and adolescents: studies. stipend* (2nd ed.). St. Petersburg: Mikhailova V. A. Publishing House.
- Bogomaz, S. A. (2008). Human resilience as a personal resource for coping with stress and achieving a high level of health. In *Proceedings of the materials of scientific and practical congresses of the 4th all-Russian forum “Health of the nation—The basis of prosperity of Russia”* (Vol. 2), pp. 24-27.
- Borisenko, O. V., Materova, T. A., Khovalkina, O. A., & Shamardina, M. V. (2014). *Features of the formation of resilience and coping with difficult life and stressful situations of minors in education: method*. Y. N. Denisov (ed.).
- Leontiev, D. A. (2005). Spirituality, self-regulation and values. In *Humanitarian problems of modern psychology. From the outside from the Taganrog State Radio Engineering University* (No. 7. pp. 16-21).

- Maddi, S. R. (2005). Semantic formation in the decision-making process. *Psychological Journal*, 26(6), 87-101.
- Makhnach, A. V., & Laktionova, A. I. (2007). *The life inability of a teenager: The concept and concept*. In *Psychology of adaptation and the social environment: Modern approaches, problems, prospects*. L. G. Dikaya & A. L. Zhuravlev (Eds.). M.: Institute of Psychology of the Russian Academy of Sciences.
- Orlov, Y. M. (1999). *Cognitive-emotive test*. S. N. Morozuk & Y. M. Orlov (Eds.).
- Orlov, Y. M. (2006). *Sanogenic (healing) thinking*. Y. M. Orlov (Eds.). M.: Sliding.
- Razumovsky, O. S., & Khazov, M. Y. (1998). The problem of viability of systems. In *Humanitarian sciences in Siberia* (No. 1. pp. 3-7).
- Slobodchikov, V. I., & Isaev, E. I. (1995). *Human psychology: An introduction to the psychology of subjectivity*. Moscow: School Press.