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The Positive Worldview of Teenage Schoolchildren as a Predictor of a Safe Educational Environment

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Abstract: The content of the article was determined by the problem of positive worldview formation of teenage schoolchildren as a predictor of a safe educational environment. The lack of qualitative characteristics of the educational environment and, in particular, its safety presupposes great difficulties in the personal development of schoolchildren during the period of maturation. Improving the level of psychological safety and psychological culture in the socio-cultural space is a preventative means of maintaining personal mental health. The early providing of purposeful psychological aid based on the principles of humanity and pragmatism determines the change in the mental reality of a person and limits the identification of psychopathological symptoms of development.
The research was conducted on the basis of comprehensive schools of Kryvyi Rih city (Ukraine). To accomplish the task a comparative method of research organization (a cross section of data in different age groups of schoolchildren of the sample) was used. The methods employed in the research were designed to measure happiness in general, to estimate peculiarities of behavioral reactions in situations of uncertainty, to identify stress factors as positive worldview, confidence and constructive activity. For deeper analysis of the obtained data and revealing of dependence between indicators of worldview trends and the age of respondents a correlation analysis was carried out.
The received data can be a basis for further research work in peculiarities of strategies of behavior of teenage schoolchildren.

Keywords: *educational environment, positive worldview, readiness, level of happiness, satisfaction.*

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1. Introduction

In the current context of global reform of the concepts of world structure in Ukraine and worldwide, total instability and psycho-social discomfort of measurements of socio-cultural space mental health is an important component of harmonization of human life; it is mental health that determines the possibility of congruent functioning of the personality, full realization of one's own resource, which explains the relevance of scientific discussions around the indicator of mental health of subjects of life creation during the period of personal development in the course of becoming adult. At the same time, it is obvious that in the continuum of rapid change in the environment of one's existence and creative self-realization, a person needs help, protection and psychological support. The state of "protection of vital interests of an individual, society and state from internal and external threats" is interpreted by Professor I. O. Baeva in the conceptual field of the concept "security". Vital interests are "a set of needs the fulfillment of which reliably secures the existence and capabilities of the society and the state" (Baeva, 2017, p.17).

The problem of personal protection from violence (and psychological in particular) acquires special importance in the educational environment and is a space of intensive influence on human development in the period of formation. In this context, scientists consider psychological safety as a state of educational environment which is free from psychological violence in interaction, helps meet the basic needs in personal and open communication, creates a reference value of the environment and ensures the mental health of the subjects involved (Baeva, 2002; Lapchenko, 2018; Tarasov, 2014; Yasvin, 2001).

The importance of safety in the functioning of the educational environment and the preservation of the mental health and psychological well-being of children and adolescents is also reflected in foreign studies. Wanless (2016) and Cilar et al. (2020) associate the phenomenon of psychological safety with the degree of personal comfort, which allows a person to be open to new experiences, to respond positively to the risks of decisions taken. Hong & Eamon (2012), and Edmondson & Lei (2014) emphasize the urgency of the problem of safety in educational institutions and note that dangerous conditions, psychological threats in schools lead to low attendance and performance of students, passivity in school life, negative attitude to school, school phobias, misconduct.

At the same time, despite the wide debate among the scientific community on the problem of the development of a safe environment in educational institutions, studies of the phenomenology of the psychological security of the subjects of maturation period remain on the periphery of scientific research.

Special attention of scientists is required to the teenage and youth period of growth, during which personal searches of the model of "adult" life acquire certain features of consciousness (Cilar et al., 2020); life cycle of teenagers and youth is related to contextual dimensions of identification and self-determination. The constructiveness of these scenarios strengthens the hope for a successful future and has a positive impact on the target program of self-actualization of the personal resource; the success of everyday life contributes to the format of autosympathy, which causes the growth of self-acceptance and self-esteem of the individual in the complex period of adolescence genesis. According to a vector of subjective experience of psychological comfort, feeling of security, the person builds his/her own life strategy, forms the world outlook, models the attitude to the world that influences the development of personological constructs, revelation of active life position and subjectivity, causes formatting of the system of social behavior. In this context, the indicators of psychological safety of the educational environment and their reflection in the characteristics of the mental health of schoolchildren of the teenage and youth period are the basis for integrative modeling and strengthening of psychological resources of a person (Tokareva, 2015) in the system of psychological and pedagogical support of a person in educational institutions (Cilar et al., 2020). A step towards specifying the problem is the analysis of the positive worldview of schoolchildren of the teenage and youth period as a predictor of a safe educational environment in the dimensions of contemporary socio-cultural space. In the conditions of unstable transformational present, the request for studying the content of positive worldview of a person is connected with the increasing number of stressful situations, complication of measurements of a person's construction of his/her own worldview, the choice of life orientations, difficulties of socialization. The research of measuring the formatting of a positive worldview reflects the human desire to find constructive solutions in the world of considerable social uncertainty, instability and insecurity (Cabanas, 2018). That is why understanding the need to restore harmony of life-making, and understanding by a person the completeness of being (as an indicative essence of mental health of a person) is a pressing necessity of modern society. Positive emotional background, pleasure of one's own achievements and prospects evoke human activity and

increase of willpower and ability to find constructive solutions to problem situations.

The purpose of this study is to identify trends in the positive worldview of subjects of maturation process in the modern socio-cultural environment.

2. Analysis of studies related to the problem

Semantics of a person's subjective reflection of the real world determines the polymodality of an individual's active mental life, the specificity of behavioral and activity scenarios; the mental "image of the world" (as a permanent component of a person's life-creation) predetermines orientation dimensions in various life situations and predicts the situational and personal significance of events ("perceptual hypotheses"). Worldview structure (perceptual image with polyvector branching of subjective senses and meanings, semantic space of personal constructs and personal experience, reflexive dimension of adaptive world view coordinates) depends on the personal experience and the experience of the mankind as a whole with regard to "a continuous dialogue with the world" (Bakhtin, 2000).

In the realities of the unstable present scientists are actively discussing the contextual properties of the positive paradigm of formatting the cognitive experience of man (and in particular – positive perception of the world). The individual perception of this phenomenon has a categorical structure in individual consciousness, manifesting itself in the personal image of the world. Thus positive perception can have its sense only in ratio with the scale of human life – in unity of its past, present and future that are developed in the safe conditions of life creation.

In the Ukrainian philosophy and psychology of formatting a positive worldview, discussions are mainly evolving around the problem field of the concepts "optimism" and "happiness".

In the philosophical dictionary "optimism" (from Latin *Optimus* – best) is interpreted as a principle of worldview, "conviction and trust in a better future, in the possibility of the triumph of good over evil, justice over injustice" (Frolov, 1991, p. 320). The psychological dictionary defines "optimism" as a special mood that encourages a person to see only the positive side of everything and not to despair; it is noted that optimism is accompanied by the expectation of success, happiness, and realization of hopes (Gurevich, 2007, pp. 452-453). This interpretation, undoubtedly, verifies the constant of positive worldview in the field of fundamental

ontology regarding the potential resource of man in overcoming any obstacles.

Scientists consider the phenomenon of "happiness" as an individual's evaluation of his/her existence in the world. This assessment is conditioned by the general (formed by culture) view of the world and the place of a person in it (Csikszentmihalyi, 2011; Djidarian, 2013; Kozyreva & Smirnov, 2017; Mishutina, 2009; Petrov & Zlygostaeva, 2015, etc). The Ukrainian word "щастя" meaning "happiness" comes from Proto-Slavic **sъčęstьje*, where **sъ* is "good" and *čęstъ* is "part" i.e. "good fortune, fate". The notion denotes the level of the greatest inner satisfaction with the conditions of one's being, the completeness and awareness of the meaning of life, the fulfillment of one's vocation and self-realization (Heinz, 2014).

E. A. Mishutina (2009) emphasizes that in the western society of the 20th – 21st centuries the idea of the man as a rational egoist aspiring to "maximization of usefulness" has been formed. Accordingly, a model (an example to follow) is an individual who succeeds, that is to say, is superior to others in a competitive struggle through courage, determination, risk-taking ability and good luck. Achieving success is seen as happiness. These deep attitudes of consciousness formed by Western culture are preserved and reproduced in Western society; they create the image of a certain type of a human being – active, purposeful, individualistic, for whom happiness is the happiness of possession (Mishutina 2009, pp. 23-24).

At the same time, E. Fromm's concept of happiness develops the ideas of philosophers who are of the opinion that the true welfare of a human being is not to satisfy his/her desires, but to "fully develop his/her abilities, and oneself as a human being" (Fromm, 2012, p.435). E. Fromm believes that this is the correct understanding of personal interest, which was distorted during the last centuries, when personal interest was identified with material gain, power, and success. In his work "Escape from Freedom", E. Fromm (2012) expresses the opinion that happiness is the measure of the fact that man has found the answer to the eternal question of human existence, and hence the unity with the world, and the integrity of his/her Ego. Happiness is the measure of perfection in the art of life (Fromm, 2012).

In the concepts of E. Fromm (2010; 2012), and V. Frankle (1990) a person is charged with the duty of vigorous activity aimed at assertion of his/her identity. The individual has to actively assert him- or herself, his/her uniqueness and will in the fight against external and internal obstacles. Ultimately, the meaning of his/her being is to develop their abilities, to find their job, their mission and to give it all their strength.

Happiness is created in the struggle and overcoming, in the assertion of one's own individuality.

According to I. A. Djidarian (2013), happiness (and, consequently, positive worldview) should be considered as a cultural phenomenon directly connected with the "world of value relations and priorities".

Representatives of positive psychology (Argyle, 2003; Seligman, 2007; Cabanas, 2018; Compton & Hoffman, 2019; Sheldon & Lyubomirsky, 2021; Watts, 2018, etc.) actively investigate the construct of a positive worldview of the individual ("optimism", "happiness", "subjective well-being", "satisfaction with life"). M. Seligman (2006), in particular, notes that positive worldview, optimism is a tool that helps the individual achieve the goal. A person with a positive worldview considers failures to be a temporary phenomenon, while success for them is a pattern and constant in time. Optimists, according to the scientist, can find constructive strategies for overcoming obstacles (taking responsibility, planning decisions, self-control, finding social support) (Seligman, 2006, p.209). According to M. Argyle (2003), a positive worldview is a part of subjective comfort, well-being, which significantly affects the state of physical and mental health. The scientist convincingly proves that schoolchildren with positive worldviews have a higher level of immune system and are more tolerant under stress conditions (Argyle, 2003). The inferences of Kennon M. Sheldon and Sonja Lyubomirsky (2021) are related to the problem of the investigation. Based on the analysis of three modern models of positive worldview (happiness) – model Eudaimonic Activity, Hedonic adaptation prevention model and positive activity model- the authors assert that human lifestyle affects his/her well-being. Scientists stress that people can raise their well-being by means of their intentional behavior and maintain this level of happiness in the long run (Sheldon & Lyubomirsky, 2021).

Edgar Cabanas pays attention to identification of positive worldview individualistic profiling which reflects the main statements of neo-liberal ideology in interpretation of theoretical and empirical factors of happiness conceptualization (Cabanas, 2018). A. Karduz, F. Firdevs, S. Hakan (2018) on the basis of the results of multiple regressive analysis prove that positive worldview, feeling of happiness result in decrease of vindictiveness in subjective scenarios of human behavior. Alan Watts (2018), relying on Eastern philosophy, states that man becomes happy when he/she accepts both the outer world around him-/herself and the inner world hidden behind the subjective understanding of his/her own "Ego".

Overall, international representation of the problem field testifies to the significance of the chosen research paradigm as to specification of

worldview tendencies by young people of modern chronotop dimension. Awareness and validity of this experience ensures the objectivity of the content (sustentative) filling of the positive worldview. And especially actual is the formation of ideas about personal constructions of a positive worldview in the teenage and youth period, at the stage of personal formation of the person.

3. Research materials and methods

The interest of teenagers and the youth in the phenomenology of positive worldview is explained, as M. Argyle (2003) focuses on, by the emotional and psychological coloring of the worldview and optimistic direction towards the future of representatives of this age group. So, on the basis of theoretical analysis of essential characteristics of positive worldview and their reflection in personal constructs of a person, we have conducted the empirical research focused on revealing and comparing informative characteristics of integrative personal constructs of schoolchildren of teenage and youth period, which we have designated as indicators of mental health of modern young people.

Comprehensive schools of Kryvyi Rih city (Ukraine) were chosen to be the base of the empirical research. The sample consisted of 360 pupils of teenage and youth age: 210 pupils of the 5th grade (between the ages of 10 and 11) and 150 students of the 11th grade (between the ages of 16 and 17). Research procedures were agreed with experts in the field of children's rights. Permission for the experiment was obtained from the local authorities, which were responsible for the implementation of children's rights. The principles of including / excluding of children in the experiment were elaborated. Participation of children was voluntary.

To accomplish the task, we used a comparative method of research organization (a cross section of data in different age groups of schoolchildren of the sample), which made it possible to study the measurements of the personological profile of schoolchildren of teenage and youth age and correlate the obtained data within the scope of the study.

We used the following *methods* as psycho-diagnostic tools:

- Oxford Happiness Inventory (OHI), designed to measure happiness in general;

- A.M.Schubert's methodology of diagnostics of the degree of readiness for risk (RSK), which makes it possible to estimate peculiarities of behavioral reactions in situations of uncertainty;

- N. Vodopyanova and M. Stein's questionnaire to determine the level of optimism (the adapted version of Schuller and Comuniani Scale of Activity and Optimism – AOS), focused on identifying such stress factors as positive worldview, confidence and constructive activity.

The selected methodologies are valid, recognized by the psychological community and adapted in the Ukrainian psychological science that proves the reliability of using this psycho-diagnostic toolkit.

Empirical data were processed by calculating the average statistical and percentage values of the obtained material.

IBM SPSS Statistics 19 ("Statistical Package for the Social Sciences") was used for calculations. Variables were tested for the normative value in the trait distribution.

4. Results of research and discussion

Analysis of the results of the Oxford Happiness Inventory (OHI) in measuring the level of happiness to schoolchildren of teenage and youth age made it possible to assess the respondents' overall level of happiness.

The summarized research results of psycho-diagnostic measurement are presented in Table 1.

Table 1. Indicators of the general level of happiness experience by schoolchildren of teenage and youth age (based on the OHI results)

Groups of schoolchildren Levels of trait expression	Teenagers – 10 - 11 years old (N = 210)	Young men – 16 - 17 years old (N = 150)
The average sample index	66.4 points	45,5 points
	Number of respondents in%	
Low happiness index (20-40 points on a scale)	–	–
Decreased happiness index (41-60 points on a scale)	21 (10%)	34 (23%)
Average happiness index (61-80 points on a scale)	162 (77%)	90 (60%)
High happiness index (81-100 points on a scale)	27 (13%)	26 (17%)

Source: Authors' own conception

The analysis of the received data shows that the majority of schoolchildren of the sample consider themselves relatively happy (77 % of teenagers and 60 % of young men): subjective assessment of the respondents' level of happiness tends to the zone of average values, which, in our opinion, corresponds to the age features of the teenage and youth community (energy, openness, availability of potential prospects, lack of experience of life trials, age optimism).

At the same time, there is nothing to talk about the full emotional comfort of respondents (and/or satisfaction with life): there exist certain objective and subjective difficulties, which negatively affect the mental state and behavior of schoolchildren.

In order to assess the ability schoolchildren of teenage and youth age to perceive problems as an opportunity to gain life experience, we have conducted a study of the behavioral reactions of respondents in situations of uncertainty. A. M. Schubert's method of diagnostics of readiness for risk (RSK) was used.

The summarized research results are presented in Table 2.

Table 2. Indicators of readiness of schoolchildren of teenage and youth age to risk (based on RSK results)

Groups of schoolchildren Levels of trait expression	Teenagers – 10 - 11 years old (N = 210)	Young men – 16 - 17 years old (N = 150)
The average sample index	-15 points	-12 points
	Number of respondents in%	
Low index (less than -30 points)	48 (23%)	10 (7%)
Decreased index (-30 up to -11 points)	120 (57%)	75(50%)
Average index (-10 up to +10 points)	42 (20%)	50 (33%)
High index (11-20 points)	–	10 (7%)
Very high index (over +20 points)	–	5 (3%)

Source: Authors' own conception

The data obtained from the survey allow us to state that the majority of schoolchildren of teenage and youth age (57% of teenagers and 50% of young men) demonstrate a decreased level of readiness for risk, their

behavior is cautious in conditions of strict external control. They are, to some extent, ready for new things, for trials, but not always ready to be active, experiencing incompetence and helplessness.

At the same time, 20 % of teenagers and 33 % of young men are prone to situational behavior under uncertainty. Additionally, 10% of the respondents in the youth group tend to a range of high level of readiness for risk on the way to success, which is not typical of teenagers. At-risk young people are able to act without reliable guarantees of success, treating the conditions of simple comfort (a worldly level of happiness) as those that impoverish the life of the individual.

The use of a questionnaire to determine the level of optimism by N. Vodopyanova and M. Stein (adapted version of "AOS Scale" by Schuller and Comuniani) allowed us to identify trends in optimism and activity among schoolchildren – Table 3.

Table 3. Indicators of general level of optimism and activity of schoolchildren of teenage and youth age (based on AOS results)

Groups of schoolchildren	Teenagers – 10 - 11 years old	Young men – 16 - 17 years old
Trait Expression	(N = 210)	(N = 150)
Average values of activity manifestation	28,36	23,92
Average values of optimism	10,04	12,16

Source: Authors' own conception

The analysis of the average values of the level of detection of respondents' activity revealed the average level of this feature in the sample; the level of activity decreases in the age dynamics (from the average value of 28.36 for teenagers to 23.92 for young men of the 11th grade). Young people are relatively less energetic, cheerful, serene and risky; this tendency can be determined by the intense preparation of high school students for graduation tests; psychological overloads destroy the stability of experience of psychological comfort by the individual and do not contribute to the identification of constructive activity. The received data of empirical dimension allow us to assert that subjectively unfavorable conditions of the

educational environment interfere with positive worldview of the person. At the same time, the level of detection of optimism trends is increasing (from an average of 10.04 for the 5th grade teenagers to 12.16 for young men), although the differences in indicators are not statistically significant.

Ranking of the level of revealing optimism as a life strategy of schoolchildren of teenage and youth age made it possible to determine the psychotypes of respondents in the sample (Table 4).

Table 4. Revealing the psychotypes of optimism by schoolchildren of teenage and youth age

Groups of schoolchildren	Adolescents – 10 - 11 years old	Young men – 16 - 17 years old
Levels of trait expression	(N = 210)	(N = 150)
Realists	15 (7%)	98 (65%)
Active optimists	48 (23%)	–
Active pessimists	147 (70%)	52 (35%)
Passive optimists	–	–
Passive pessimists	–	–

Source: Authors' own conception

The results of the analysis of the obtained data showed the dominance of the "Active Pessimist" psychotype among schoolchildren of teen age (70%). Respondents of this group are characterized as energetic, carefree and prone to risk. But at the same time, they have pessimism in their worldview: doubts about their own strength, about the goodwill of others, fear of failure, focus on their inner world. Respondents of early adolescence are more inclined to be realistic in formatting their world view (65%). These are students, who adequately assess the current situation and their potential, do not try to jump "ahead of themselves", to prove something to someone, they are satisfied with what they have. As a rule, they are more resistant to psychological stress, but they do not differ in their overly positive perception of the world.

The results of the study also have shown that schoolchildren of teenage and youth age did not sufficiently identify persons belonging to the "Active Optimists" psychotype: only 23 % of teenagers show positive expectations in the worldview, this trend does not exist at all among high school boys.

For deeper analysis of the received data and revealing of dependence between indicators of worldview trends and the age of respondents we have carried out a correlation analysis using Spearman's rank correlation coefficient rs. A connection between the personality's activity and the age of respondents (rs = – 0.148 *) has been found out at a sufficient level of statistical significance ($p \leq 0.05$). The connection is weak and indicates only the potential direction of activity decrease in the behavioral profile of schoolchildren of teenage and youth age. In addition, the correlation analysis has revealed the presence of positive relationships between the studied measurement parameters – the level of happiness experience and the level of risk propensity – at the average ($p \leq 0.001$) level of statistical significance of correlations (rs = 0.662 **): respondents with a high level of happiness experience are more courageous in making risky decisions.

The use of one-factor dispersion analysis for comparison of average values of investigated parameters of personal profile of respondents (which correctness is checked by application of Levene's criterion of homogeneity of variances at p> 0,05 (tab. 5)), has allowed to fix statistical significance of reliable distinctions between age groups only on the factor of constructive activity of schoolchildren of the sample (F = 3,697 at 0,008 = p≤ 0,05).

Table 5. Variance one-factor analysis of differences between age groups of respondents in identifying the studied parameters

Analysis criteria	Leven's test of homogeneity of variances		The value of one-way analysis of variance	
Profile options	Levene's statistics	Level of significance of differences *p*	F-criterion	Level of significance of differences *p*
Level of happiness experience	2,526	0,046	1,293	0,278
Risk readiness	1,203	0,315	1,465	0,219
Activity	0,237	0,917	3,697	0,008
Optimism	1,773	0,141	1,531	0,200

Source: Authors' own conception

Further comparison of the values of the one-factor variance analysis has allowed to establish that the differences in the revealing of the studied

indicators in different age groups of respondents statistically do not significantly differ, i.e. the average values of personal factors of happiness, readiness for risk and optimism in the compared groups differ only quantitatively and have no statistically significant constructive changes in the course of the teenage and youth period.

5. Conclusions

The problem of psychological safety of the educational environment is one of priorities in a modern information society as the given factor of an education system adds to it developing character, becomes a resource base of preservation of mental health of schoolchildren.

Awareness of the psychological content of growing up in the development of the personal profile of schoolchildren of teenage and youth age, reforming the dimensions of education (the introduction of innovative technologies in teaching systems, accelerating the processes of computerization and digitalization) - all this predetermines dissociative scenarios of worldview of the subjects of the educational process. The lack of a decent level of qualitative characteristics of the educational environment (and, in particular, its safety) determines even greater difficulties in the personal development of schoolchildren during their maturation. The safety of the educational environment guarantees the existence of favorable conditions for constructive activity aimed at the life creation, development and activity of a person, contributes to personal development. In this context, the positive world view of schoolchildren can be recognized as a predictor of a safe educational environment.

Positive worldview of the person is the important phenomenon of formatting life scenarios in the epoch of maturing which is characterized by satisfaction and comprehension of vital activity of the person, domination of positive emotional condition, integral perception of time, positive attitude of the person to themselves and to the surrounding world.

The nature of this phenomenon reflects its double conditionality: objective (everyday), associated with the conditions and circumstances of human life, and subjective, associated with the inner world of man and determines the trends in the perception of life events, attitude to life, its semantic acceptance.

In a continuum marked by a significant factor in the harmonious development of the individual in the period of maturation, there should be a sense of security as a system of guarantees, which condition constant development and protection from external and internal threats.

Psychologically safe socio-cultural environment (including educational) should be free from manifestations of any violence in relations, create a reference value of the continuum of interaction for each subject of life creation.

Improving the level of psychological safety and psychological culture in the socio-cultural space of growing up is a preventive means of maintaining personal mental health.

In order to build constructive strategies to preserve the mental health of young people, it is necessary to develop the psychological competence of subjects of life creation. The early *providing of purposeful psychological aid* based on the principles of humanity and pragmatism determines the change in the mental reality of a person, promotes the harmonization of mental life, and limits the identification of psychopathological symptoms of development.

The received data can be a basis for further research work with definition of specificity of strategies of behavior of schoolchildren of teenage and youth age.

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