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Личностные ресурсы саморегуляционной активности



full article

Self-regulatory Resources in Clients of an Online Psychological Support Service

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Abstract: The article discusses self-regulatory resources that can be used when working with clients of a psychological support service. The present study sought to examine the characteristics of self-regulatory resources in clients of an online psychological support service (Tomsk State University). The sample was collected using online measures from the clients who at that moment were solving their problems or had already solved them. To analyze self-regulatory resources we diagnosed the style of self-regulation, coping behavior, tolerance for uncertainty, basic assumptions of an individual and studied text messages from the clients. The correlation and cluster analysis revealed numerous correlations of self-regulation and other resources. It allowed us to identify groups of clients with dominant typological relationships between the self-regulatory features, strategies for coping with stress, ambiguity tolerance, and primary assumptions. We discussed the results, taking into account the current level of self-regulatory activity and personal resources.

Keywords: self-regulation, styles of self-regulation, personal resources, ambiguity tolerance, primary assumptions, coping with stress, psychological support service, online counseling

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оригинальная статья

Личностные ресурсы саморегуляционной активности клиентов онлайн психологической службы

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Аннотация: Рассматриваются возможные личностные ресурсы саморегуляционной активности, которые могут быть использованы при работе с клиентами психологической службы в решении их запросов и вновь появляющихся проблем (консультационный формат). Цель – выявить особенности личностных ресурсов саморегуляционной активности клиентов онлайн психологической службы. Выборочная совокупность собрана с помощью онлайн-анкеты из клиентов онлайн психологической службы, которые на данный момент находятся на этапе решения своих проблем или же уже их решили. Для определения и описания, а также анализа ресурсов личности были использованы методики для диагностики стиля саморегуляции, совладающего поведения, толерантности к неопределенности, базисных убеждений личности и анализ текстовых обращений клиентов онлайн психологической службы Томского государственного университета. Выявлено, что клиенты психологической службы университета, обращающиеся за психологической онлайн-помощью, обладают сходными, типичными для больших групп людей стилевыми особенностями саморегуляционной активности. В результате проведенного корреляционного и кластерного анализа были выявлены многочисленные связи саморегуляционной активности с другими ресурсами, что позволило выделить группы клиентов с выраженным доминированием типологических взаимосвязей особенностей саморегуляционной активности, стратегий совладания со стрессом, толерантности к неопределенности

и базисных убеждений. Наиболее выраженными дефицитами саморегуляционной активности клиентов консультативной службы онлайн выступают базовая личностная, рефлексивная и компетентностная недостаточности ресурсных возможностей, работа с которыми в онлайн-формате приобретает специфику требований к самому консультанту, задачей которого является актуализация способности брать на себя ответственность как фактор, активизирующий саморегуляционную активность. При этом многолетний опыт онлайн-консультативной работы показывает, что сложнее всего в данном формате работать с рефлексивной недостаточностью ресурсных возможностей саморегуляционной активности. Обсуждаются возможности использования полученных результатов в построении практической работы с клиентами в онлайн-формате с учетом актуального уровня саморегуляционной активности и личностных ресурсов. Представляется, что в условиях нарастающего потока обращений в психологические службы онлайн в связи с усиливающимся психоэмоциональным напряжением людей (как неизбежного следствия современных геополитических, экономических и социальных катаклизмов) инструментальная оснащенность психолога-консультанта, работающего в онлайн-формате с разными группами клиентов, должна претерпеть адаптацию, соответствующую новым задачам оказания психологической помощи населению. Подготовка консультантов для работы в онлайн-формате с ресурсными возможностями саморегуляции должна также предполагать опору на сформированную профессионально-ценностную модальность ментального здоровья и развитую способность работать с собственным саморегуляционным ресурсом самого консультанта.

Ключевые слова: саморегуляционная активность, стили саморегуляции, личностный ресурс, толерантность к неопределенности, базисные убеждения личности, совладание со стрессом, психологическая служба, онлайн-консультирование

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Introduction

The current social situation leaves no doubt that the number of people in need of psychological assistance will only grow [Anisimov et al. 2021; Frąckowiak-Sochańska 2020; Ekimova et al. 2021; Magomed-Eminov 2021]. In this regard, search for new formats of psychological counseling is of particular relevance [Dores et al. 2020; Khrisankhova 2021b; Shchedrinskaya, Bechuk 2020]. Online counseling can be one of them [Gan, Fu 2022; Khrisankhova 2021a; Rehman et al. 2021; Vorobiova, Skipor 2021]. The authors' work in the psychological support service of the National Research Tomsk state university backed up with an analysis of recent studies gives grounds for stating that one of the most common psychological deficits among the service clients is insufficiently developed self-regulation [Pacholik-Zuromska 2021; Zinchenko et al. 2020]. Modern psychology considers self-regulation as one of the most complex problems of psychosocial development of an individual and society as a whole. V. I. Morosanova and her colleagues showed that conscious self-regulation is a psychological basis for a human's faultless behavior under stress. It can be considered as a universal and special regulatory resource not only for achieving goals, but also as a tool / resource for overcoming different life challenges [Kondratyuk, Morosanova 2021; Morosanova 2010; Morosanova et al. 2009].

We aimed to identify the characteristics of self-regulatory resources in clients of an online psychological support service.

Methods and materials

To collect empirical data we administered an online survey with four standardized psychological measures:

1. Style of behavioral self-regulation. It was created in 1988 at the Institute of Psychology (Russian Academy of Education) in the laboratory of self-regulation psychology (headed by V. I. Morosanova). The measure is suitable for research and practical diagnosis of a person's self-regulation [Morosanova 2004; Morosanova, Kondratyuk 2020]. It consists of 46 statements and works as a single scale "General level of self-regulation". It characterizes the level of an individual self-regulation of a person's conscious activity. The statements are presented in six scales (nine statements in each), identified in accordance with the main regulation processes of planning, modeling, programming, result assessment, as well as flexibility and self-reliance. The description of the sample can be found below (Tab. 1).

2. D. McLain's Ambiguity Tolerance Scale (adapted by E. G. Lukovitskaya) [Gavriliya 2019; Osin 2010]. It consists of 22 statements and five subscales, along with which the total is scored. Each statement is on a scale of one (*Strongly disagree*) to seven (*Strongly agree*). In our study we used five subscales. The total score was not calculated. The description of the sample is presented below (Tab. 2)

3. Coping with stress (adapted by T. O. Gordeeva et al.) [Rasskazova et al. 2013]. It is a Russian-language adaptation of the COPE measure, created by K. Carver et al. based on Lazarus's ideas and authors' own theoretical model.

The measure consists of 60 questions and diagnoses 15 different strategies of behavior under stress. We used 15 scales in the study [Gordeeva et al. 2010; Rasskazova et al. 2020]. The description of the sample is presented below (Tab. 3).

4. Primary Assumptions Scale (by Ronnie Janoff-Bulman, adapted by M. A. Padun and A. V. Kotelnikova) [Padun, Kotelnikova 2008]. It consists of 37 statements, divided into five subscales. Each statement is scored from one point (*Strongly disagree*) to six points (*Strongly agree*) [Zhedunova, Posysoev 2021]. We used five subscales. The description of the sample is presented below (Tab. 4).

Participants. The study involved 86 clients of Tomsk state university online psychological support service (10 men and 76 women, aged 21.74 ± 5.77 years old, between 17 to 52 years old).

Results

Table 1 presents the findings of the recorded self-regulation style features of the respondents' behavior.

These are the tendencies in style features of behavioral self-regulation:

- 24% of respondents' *planning skills* were quite low, 53% had an average degree and only 23% had a high degree of *planning skills*;
- *modeling skills* were quite poor in 45% of respondents; the skills of 7% of respondents were above average;
- 9% of respondents are good at *programming skills*, 44% of respondents' skills were low;
- *result assessment* was mostly at an average level (60%), high indicators were observed in 18% of respondents;
- almost every third respondent (37%) had low indicators of *flexibility*;
- the overwhelming majority of people who applied for psychological support (61%) lacked *self-reliance*.

The test results did not reveal typical profiles according to V. I. Morosanova, since each respondent typically had one low component, while the rest might be of an average or high level, or low as well. Self-reliance was the weakest element.

When analyzing the dominant self-regulatory resources, we also took into account the clients' requests. Basing on the study results, we divided the participants into two groups:

- those with a latent decrease in the level of self-regulation: the overall level of self-regulation is not low (within the average values), but some elements are low, namely, planning, results assessment and modeling are most often low (all together or separately). The group pointed to some individual indicators of self-regulation (often being unaware that it was about self-regulation), which prevented them from solving a particular psychological problem;

Tab. 1. Descriptive statistics on the subscales of "Style of behavioral self-regulation" measure (n = 86)

Табл. 1. Описательная статистика по субшкалам опросника «Стиль саморегуляции поведения» (n = 86)

Elements of self-regulation style features	$\bar{x}$	$x_{\min}$	$x_{\max}$	σ
Planning	5.49	2	9	1.77
Modeling	4.30	1	9	1.74
Programming	4.93	2	8	1.71
Result assessment	5.37	2	9	1.82
Flexibility	5.16	1	9	2.14
Self-reliance	4.56	0	8	1.81
Self-regulation general level	25.58	17	36	5.04

Note: Correlation coefficient, significant results are in boldface ($p \leq 0.01$).

Tab. 2. Descriptive statistics on the subscales of D. McLain's Ambiguity Tolerance Scale (n = 86)

Табл. 2. Описательная статистика по субшкалам опросника «Шкала толерантности к неопределенности Д. МакЛейна» (n = 86)

Characteristics	$\bar{x}$	$x_{\min}$	$x_{\max}$	σ
Attitude to novelty	10.51	3	19	4.00
Attitude to difficult tasks	25.86	7	40	7.83
Attitude to ambiguity	29.09	9	55	8.63
Ambiguity preference	34.44	14	66	10.95
Ambiguity tolerance	38.63	12	71	12.41

- those with a clear decrease in the level of self-regulation. Some of their self-regulation components are within the average values (often close to the lower limits), but the overall level of self-regulation is low. In this case, the respondents openly pointed to an inability to regulate their behavior, emotions, and cognitive performance (attention mostly).

Now we will analyze some personal characteristics of the participants. They can be tools for solving difficult life situations in case of high self-regulation.

Table 2 presents the calculations for the subscales of McLain's "Ambiguity Tolerance Scale".

This group had low indicators in Ambiguity preference scale (51%), in other words, the respondents are more likely to prefer a future that will be known to them at least to some extent.

Tab. 3. Descriptive statistics on subscales of the "Stress Coping" measure (n = 86)

Табл. 3. Описательная статистика по субшкалам методики «Опросник совладания со стрессом» (n = 86)

Strategies	$\bar{x}$	x_{min}	x_{max}	σ
Positive reinterpretation and growth	10.34	4	16	3.37
Mental disengagement	10.47	4	15	2.74
Focus on and venting of emotions	12.02	5	16	3.03
Using instrumental social support	11.79	5	16	3.35
Active coping	10.86	5	16	3.23
Denial	7.19	4	14	2.55
Turning to religion	5.60	4	16	3.11
Humor	8.98	4	16	3.64
Behavioral disengagement	8.95	4	16	3.22
Containment	9.58	4	14	2.54
Seeking emotional social support	11.91	4	16	3.21
Taking sedatives	6.51	4	16	3.47
Acceptance	11.72	4	16	2.86
Suppression of competing activities	8.49	4	15	3.05
Planning	12.05	6	16	2.90

Tab. 4. Descriptive statistics on the subscales of the "Scale of primary assumptions" measure (n = 86)

Табл. 4. Описательная статистика по субшкалам опросника «Шкала базисных убеждений» (n = 86)

Categories	$\bar{x}$	x_{min}	x_{max}	σ
Benevolence of the world	32.35	9	51	8.75
Justice	19.60	9	30	5.31
Self-image	26.16	14	42	7.76
Luck	31.21	8	47	8.33
Controllability assumptions	24.95	9	39	6.06

The participants used a fairly diverse range of coping strategies. Such strategies as Focus on and venting of emotions, Seeking instrumental social support, Seeking emotional social support and Planning are widely used. Most of these strategies are quite effective in coping with stress. Turning to religion strategy is the least common (close to min), as well as taking sedatives.

According to the measure, a number of values are provided for each subscale. They are presented in Tab. 1. As a result of comparing the standard values with the new data, it was revealed that:

1. The highest values were observed on Luck scale (= 31.21). The respondents believed that they were generally lucky and the reason for their success was luck.

2. The majority of respondents had low values In Controllability assumptions and Justice subscales – 53% and 60%, respectively.

The data give grounds for the conclusion that the clients of the psychological support service do have resources / tools to overcome difficult life situations. But due to various circumstances they do not possess the skill to use them. Or these resources are not recognized as self-regulation tools.

Table 5 presents the results of a two-stage statistical analysis in order to identify possible correlations between some self-regulation style features and indicators of personal resources.

Correlation analysis showed the pronounced multiple relationships of almost all self-regulation style features and such personal resources as primary assumptions, strategies for coping with stress, stability in situations of uncertainty.

Figure shows the results of the cluster analysis (distribution of means).

The findings made it possible to identify several clusters that reflect the features of individual's self-regulatory resources:

Tab. 5. The results of the correlation analysis between self-regulation style features and the indicators of personal resources
Табл. 5. Результаты корреляционного анализа взаимосвязи стилевых особенностей саморегуляции и выделенных показателей личностных ресурсов

Strategies / Elements	Planning	Modeling	Programming	Assessment	Flexibility	Self-reliance	Self-regulation general level
Attitude to novelty	0.27	0.14	0.09	0.05	0.58	-0.01	0.34
Attitude to difficult tasks	0.47	0.22	0.30	0.21	0.44	0.02	0.50
Attitude to ambiguity	0.34	0.30	0.26	0.19	0.64	0.07	0.57
Ambiguity preference	0.41	0.17	0.21	-0.04	0.33	0.15	0.39
Ambiguity tolerance	0.28	0.26	0.21	0.31	0.69	-0.06	0.51
F1: Positive reinterpretation and growth	0.18	0.14	0.25	0.29	0.14	0.12	0.31
F2: Mental disengagement	-0.16	-0.15	-0.11	-0.19	-0.26	0.36	-0.17
F3: Focus on and venting of emotions	-0.10	-0.04	-0.02	-0.15	-0.13	0.19	-0.07
F4: Seeking instrumental social support	0.04	0.06	0.28	0.20	0.15	0.03	0.24
F5: Active coping	0.31	0.49	0.42	0.34	0.16	-0.005	0.59
F6: Denial	0.04	-0.1	-0.10	0.05	0.06	-0.04	-0.05
F7: Turning to religion	0.003	0.07	0.04	0.3	0.10	-0.28	0.09
F8: Humor	0.02	-0.02	0.39	0.19	0.09	0.03	0.15
F9: Behavioral disengagement	-0.29	-0.48	-0.36	-0.29	-0.31	0.19	-0.56
F10: Containment	-0.01	-0.16	0.08	-0.15	-0.19	0.2	-0.08
F11: Seeking emotional social support	-0.12	0.13	0.12	-0.06	-0.08	0.21	0.11
F12: Taking sedatives	-0.39	-0.0004	-0.25	0.08	-0.25	0.11	-0.15
F13: Acceptance	-0.02	0.15	0.47	0.40	0.06	0.18	0.33
F14: Suppression of competing activities	0.37	0.03	0.33	0.08	0.02	0.22	0.29
F15: Planning	0.21	0.22	0.45	0.22	0.13	0.11	0.43
Benevolence of the world	0.10	0.24	0.10	0.03	0.21	-0.25	0.15
Justice	0.27	0.21	0.05	0.05	0.45	-0.26	0.27
Self-image	0.24	0.38	0.13	0.27	0.37	-0.21	0.36
Luck	0.23	0.22	0.23	0.34	0.30	0.05	0.38
Controllability assumptions	0.40	0.29	0.33	0.30	0.49	-0.07	0.52

Note: Correlation coefficient, significant results are in boldface ($p \leq 0.01$).

Cluster 1 "Basic personal insufficiency of self-regulatory resources". The participants of the group (23.25% of those who applied to the psychological support service) had the lowest level of self-regulation and high indicators on the *Avoidance behavior* scale. There were low values on *Ambiguity tolerance* scales and positive *Coping strategies* as well.

Cluster 2 "Reflexive insufficiency of self-regulatory resources". The group (51.16%) was characterized by a low level of *Self-regulation* and *Result assessment*, *Accepting the situation* and *Planning*. Other indicators were within the limits of average values, but closer to lower limit.

Cluster 3 "Competence insufficiency in the use of the available self-regulatory resources". The clients

(9.32%) were characterized by an average level of self-regulation, a high level of flexibility, result assessment, programming. They believed that the world is fair enough and were tolerant to uncertainty but with a low level of preference for uncertainty. Respondents of this group were quite steady about uncertainty, but if they had a choice, they would rather prefer it to be certain and clear.

Cluster 4 "Sufficiency of self-regulatory resources". The clients (16.27%) had the highest values of self-regulation and its indicators, ambiguity tolerance and its components, positive primary assumptions. They used effective stress coping strategies more often.

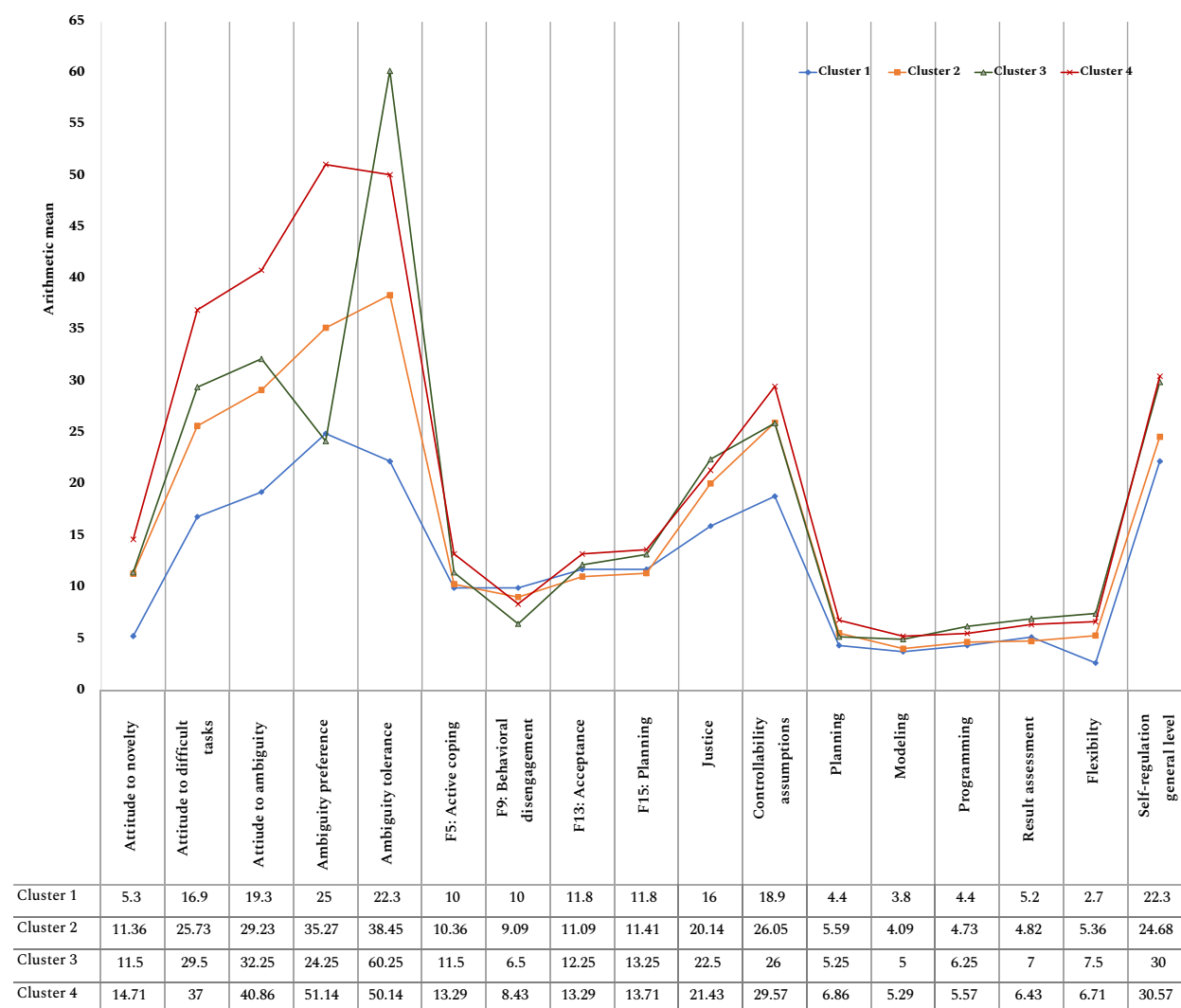


Fig. Results of cluster analysis using the K-means method

Рис. Результаты кластерного анализа с применением метода К-средних

Conclusion

1. The clients of the university psychological support service, applying for psychological online help, have similar style features of self-regulation, typical of many people.

2. The most remarkable deficits in the clients' self-regulation are the basic personal, reflexive and competence insufficiency of resources. Working online imposes specific requirements on a consultant, whose task is to take responsibility, which is a boosting self-regulation factor. Our experience indicates that it is most difficult to work with a reflexive insufficiency of self-regulation resources.

3. People's psycho-emotional strain tends only to grow – due to current geopolitical, economic and social cataclysms. More and more people are addressing online psychological services. Psychologists willing to work online should extend the range of measures for different groups of people, which are suitable for present-day challenges. Training consultants for online work should rely on their professional values and mental health and be based on their ability to work with his/her own self-regulatory resources.

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