Propósitos y Representaciones
ISSN 2307-7999
e-ISSN 2310-4635

May. 2021, Vol. 9, SPE(3), e1193
Current context of education and psychology in Europe and Asia
http://dx.doi.org/10.20511/pyr2021.v9nSPE3.1193

**RESEARCH ARTICLES**

# Individual Model of Psychological Health in Educational Process Subjects in Distance Learning Conditions

## Modelo individual de salud psicológica en sujetos del proceso educativo en condiciones de aprendizaje a distancia

**Elmira Magomedgadzhievna Akhmedova**
Moscow International Academy, Russian Federation
Gzhel State University, Russian Federation
https://orcid.org/0000-0002-8978-5929

**Natalia Nikolaevna Uvarova**
Moscow Financial and Industrial University "Synergy", Russian Federation
https://orcid.org/0000-0003-3166-4849

**Svetlana Alekseevna Pashina**
North Caucasus Federal University, Russian Federation
https://orcid.org/0000-0003-1870-4180

**Yunna Valerievna Sorokopud**
Moscow International University, Russian Federation
Chechen State University, Russian Federation
https://orcid.org/0000-0001-6680-8430

**Received** 09-08-20 **Revised** 10-10-20 **Accepted** 12-12-20 **On line** 03-18-21

***Correspondencia**

Email: arimle.ru@mail.ru

## Summary

The article examines the problem of studying the individual model of psychological health of the students and employees of the Moscow International Academy (MIA). The goal is to explore the specific characteristics of personal psychological health in MIA students and employees. The implementation of the research program required the researcher to be ready and able to interact in the field of mental and psychological health of the individual, knowledge of age, individual psychological characteristics of the respondents to develop a research program, the ability to conduct psychodiagnostic work, the ability to analyze their own activities in order to optimize it, as well as to be creative. solving the assinged tasks. Authors used the methodology "Individual model of psychological health" by A.V. Kozlov. The method "Individual model of psychological health" was developed in 2014 in the course of psychosemantic analysis of the concept by students of the phenomenon of psychological health. Based on the data acquired, it can be concluded that the hypothesis on the influence of self-isolation on the model of psychological health in various age groups is partially confirmed as older study participants face difficulties with life prospects and experience stress when planning their future. Students also demonstrate low development levels in some components of the model explained by the general level of personality development in the intellectual and spiritual aspects.

**Keywords:** Student, Stress, Stress Resistance, Anxiety, Individual Model Of Psychological Health.

**Resumen**

El artículo examina el problema de estudiar el modelo individual de salud psicológica de los estudiantes y empleados de la Academia Internacional de Moscú (MIA). El objetivo es explorar las características específicas de la salud psicológica personal en estudiantes y empleados de MIA. La implementación del programa de investigación requirió que el investigador esté listo y sea capaz de interactuar en el campo de la salud mental y psicológica del individuo, el conocimiento de la edad, las características psicológicas individuales de los encuestados para desarrollar un programa de investigación, la capacidad para realizar trabajos de psicodiagnóstico. , la capacidad de analizar sus propias actividades con el fin de optimizarlas, así como ser creativos. resolviendo las tareas asignadas. Los autores utilizaron la metodología "Modelo individual de salud psicológica" de A.V. Kozlov. El método "Modelo individual de salud psicológica" fue desarrollado en 2014 en el curso de análisis psicosemántico del concepto por estudiantes del fenómeno de la salud psicológica. Con base en los datos adquiridos, se puede concluir que la hipótesis sobre la influencia del autoaislamiento en el modelo de salud psicológica en varios grupos de edad se confirma parcialmente ya que los participantes mayores del estudio enfrentan dificultades con las perspectivas de vida y experimentan estrés al planificar su futuro. Los estudiantes también demuestran bajos niveles de desarrollo en algunos componentes del modelo explicado por el nivel general de desarrollo de la personalidad en los aspectos intelectuales y espirituales.

**Palabras clave:** estudiante, estrés, resistencia al estrés, ansiedad, modelo individual de salud psicológica.

## Introducción

The present study aims to explore the specific characteristics of personal psychological health in the students and employees of the Moscow International Academy (MIA). The psychological health of an individual represents the object of the study, and characteristics of the psychological health of MIA employees and students represent the subject of the study (Drosten et al., 2003).

The study hypothesis presents an assumption that personal psychological health demonstrates age-specific features and MIA employees (the older age group) are more susceptible to stress under the conditions of self-isolation compared to MIA students (the younger age group). The study was conducted in two stages. At the first stage, the study of the respondents' psychological health involved presenting them with A.V. Kozlov's "Individual model of psychological health" questionnaire. The second stage involved researching the specific characteristics of the psychological health of MIA students and employees. For the detailed study procedure, see (Au, 2017).

The first stage involved the employees and students of MIA, specifically the staff and senior students of the Academy and students of the MIA college. Participation in the study was voluntary and anonymous. Under the conditions of preventing the spread of COVID-19, data collection was carried out in the Internet environment using Google Forms.

## Methods

The main method deployed in the study is A.V. Kozlov's "Individual model of psychological health" questionnaire developed in 2014 in the course of semantic analysis of students' understanding of the concept of psychological health. According to the study, "the structure of psychological health is represented by several areas of its realization, namely: spiritual balance, prosocial orientation, physical well-being, humanistic attitude, the desire to be oneself, creative self-expression, family well-being, spirituality, goal orientation, and intellectual improvement" (Huang et al., 2020).

The objective of the method is to reveal the individual model of an individual's psychological health.

The described method comprises eight scales:

1. Strategic vector (StV) – focus on the goal;

2. Prosocial vector (PV) – striving to be oneself;

3. Me-vector (MV) – physical well-being;

4. Creative vector(Cv) – creative self-expression;

5. Spiritual vector (Sv) – spirituality/religiousness;

6. Intellectual vector (Iv) – intellectual development and improvement;

7. Family vector (Fv) – family well-being;

8. Humanistic vector (Hv) – humanistic attitude (Pozdnyakova et al., 2020a).

Study methods:

- theoretical: analysis of scientific, methodological, philosophical, pedagogical, and psychological literature on the study problem, synthesis and analysis of knowledge about the object under examination, modeling method.

- empirical: survey (questionnaire), testing, and the ascertaining, formative, and control experiments;

- mathematical processing of experimental data (Pozdnyakova et al., 2020b).

## Results

The study included 62 respondents from among college students, senior university students, and employees of the Academy. Analysis of the obtained data allows us to identify the specific characteristics of the phenomenon under examination, analyze the study results, and present an expert conclusion based on them.

The realization of the research program called for the researcher's readiness and ability to work in the field of mental and psychological health, as well as knowledge of age-specific and individual psychological characteristics of the respondents to develop a research program, and the ability to conduct psychodiagnostics and analyze their actions to optimize them, as well as to be creative in solving the research tasks (Othman et al., 2019).

## Discussion

The study revealed the following results presented below.

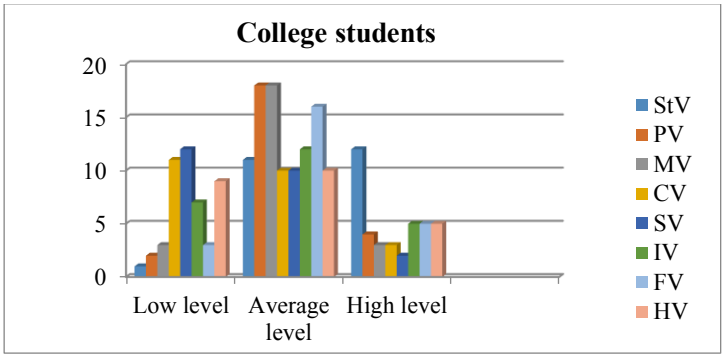
The first stage involved the study of psychological health components in college students, the obtained data are presented in Table 1.

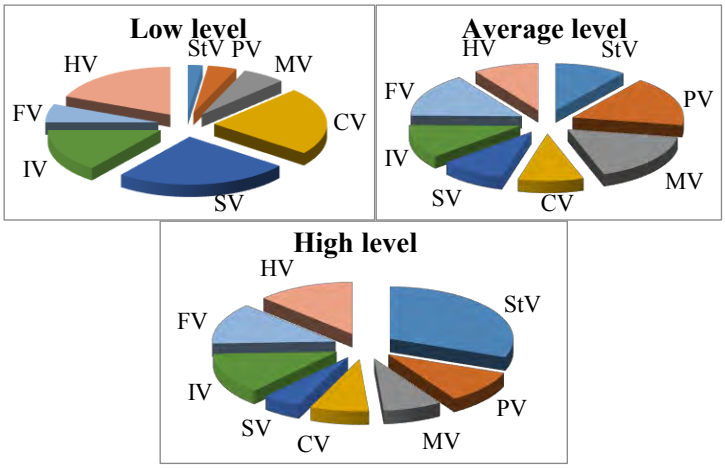
**Table (1):** College students' psychological health model

| Components of psychological health | Component development levels | | | | | |
|---|---|---|---|---|---|---|
| | Low | | Average | | High | |
| | N | % | N | % | N | % |
| StV | 1 | 4.2 | 11 | 45.8 | 12 | 50 |
| PV | 2 | 8.3 | 18 | 75 | 4 | 16.7 |
| MV | 3 | 12.5 | 18 | 75 | 3 | 12.5 |
| CV | 11 | 45.8 | 10 | 41.7 | 3 | 12.5 |
| SV | 12 | 50 | 10 | 41.7 | 2 | 8.3 |
| IV | 7 | 29.2 | 12 | 50 | 5 | 20.8 |
| FV | 3 | 12.5 | 16 | 66.7 | 5 | 20.8 |
| HV | 9 | 37.5 | 10 | 41.7 | 5 | 20.8 |

Fig. 1 illustrates the results of studying psychological health in college students.

**Figure (1):** Distribution of components and levels of psychological health among college students






The analysis of the presented data allows us to conclude that in college students, the components of psychological health are mainly developed at an average level. The components developed at the low level in the examined group are the creative, spiritual, intellectual, and humanistic components. This distribution can be explained not only by age characteristics but also by the level of personality development and the level of education.

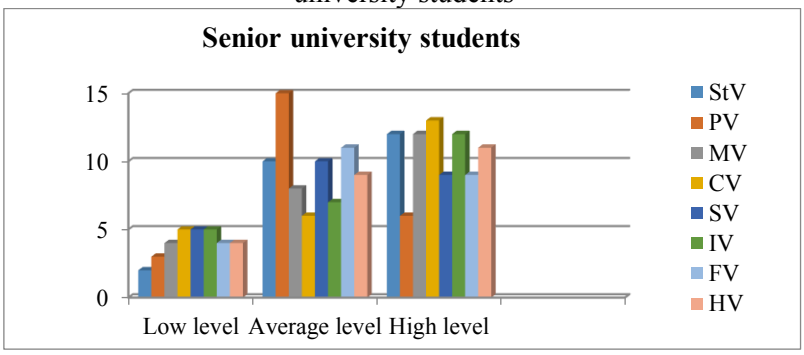
Table 2 presents the results of the survey of senior university students.

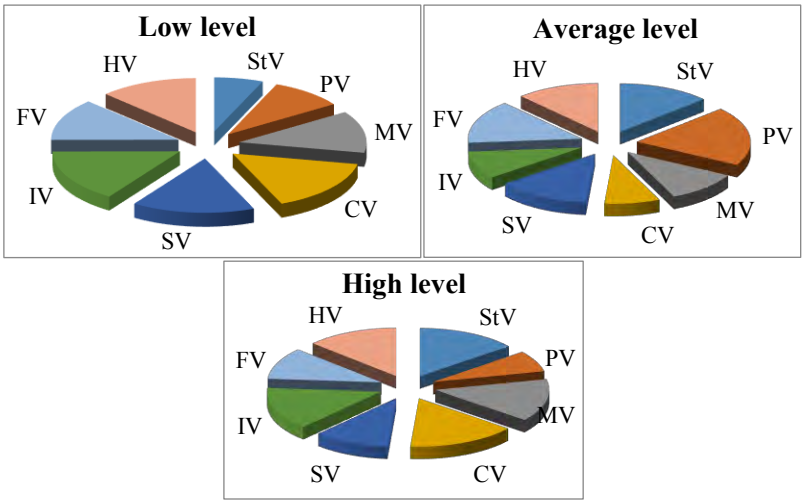
**Table (2):** Senior university students' psychological health model

| Components of psychological health | Component development levels | | | | | |
|---|---|---|---|---|---|---|
| | Low | | Average | | High | |
| | N | % | N | % | N | % |
| StV | 2 | 8.3 | 10 | 41.7 | 12 | 50 |
| PV | 3 | 12.5 | 15 | 62.5 | 6 | 25 |
| MV | 4 | 16.7 | 8 | 33 | 12 | 50 |
| CV | 5 | 20.8 | 6 | 25 | 13 | 54.2 |
| SV | 5 | 20.8 | 10 | 41.7 | 9 | 37.5 |
| IV | 5 | 20.8 | 7 | 29.2 | 12 | 50 |
| FV | 4 | 16.7 | 11 | 45.8 | 9 | 37.5 |
| HV | 4 | 16.7 | 9 | 37.5 | 11 | 45.8 |

The results presented in Table 2 are illustrated in Fig. 2.

**Figure 2.** Distribution of components and levels of psychological health among senior university students






Analysis of data presented in Table 2 and Fig. 2 and its comparison with the results obtained among younger students allows concluding that the model of psychological health is developed better in senior university students which can be explained by their higher levels of personality development, a more complete formation of the life position, and the level of intellectual development (Simmons et al., 2017).

The described groups demonstrate a correlation between psychological health and the conditions of self-isolation since the majority of them spend a major part of their time online (on social media, search engines, etc.) and transition to distance learning and interaction with the world does not present a major challenge for them (Gayatri, Sfenrianto, 2019).

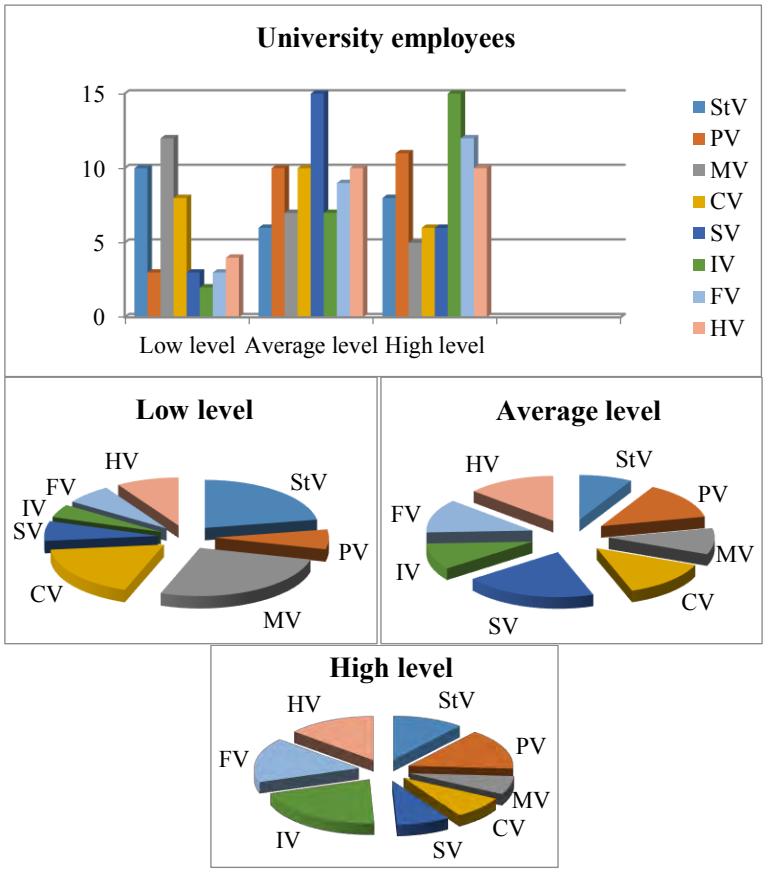
The results of the survey of MIA employees are presented in Table 3.

**Table (3):** University employees' psychological health model

| Components of psychological health | Component development levels | | | | | |
|---|---|---|---|---|---|---|
| | Low | | Average | | High | |
| | N | % | N | % | N | % |
| StV | 10 | 41.7 | 6 | 25 | 8 | 33.3 |
| PV | 3 | 12.5 | 10 | 41.7 | 11 | 45.8 |
| MV | 12 | 50 | 7 | 29.2 | 5 | 20.8 |
| CV | 8 | 33.3 | 10 | 41.7 | 6 | 25 |
| SV | 3 | 12.5 | 15 | 62.5 | 6 | 25 |
| IV | 2 | 8.3 | 7 | 29.2 | 15 | 62.5 |
| FV | 3 | 12.5 | 9 | 37.5 | 12 | 50 |
| HV | 4 | 16.7 | 10 | 41.7 | 10 | 41.7 |

The results are graphically presented in Fig. 3.

**Figure (3):** Distribution of components and levels of psychological health among university employees (the older age group)




Following the data presented in Table 3, a special emphasis can be put on the level of development of certain individual components of the psychological health model, specifically on the strategic vector, Me-vector, and the creative vector. We attribute this exact finding to the influence of self-isolation since university employees mostly represent the older age group which is at a higher risk. The factor that adult people have more difficulties adapting to changing conditions and it is not always easy for them to master innovations, especially in terms of using a personal computer, also appears to be in effect (Stauder et al., 2018).

## Conclusion

Summarizing the study results, it can be concluded that university employees experience difficulties in realizing the future life prospects and are troubled by the question "What comes next?". Other components of their psychological health demonstrate an opposite trend; they are developed at a higher level which has previously been explained by the level of personality development and the degree of the life position formation (Singh, Gujral, 2019).

Therefore, following the data acquired in the course of the study, we can state that the hypothesis of the influence of self-isolation on the model of psychological health in different age groups was confirmed partially as respondents of the older age group face difficulties with their life position and experience stress when planning their future. Students also demonstrate low levels of development in some components of the model which is explained by the overall level of personality development in the spiritual and intellectual aspects.

## Referencias

Au, A. (2017). The sociological study of stress: An analysis and critique of the stress process model. European Journal of Mental Health, 12(1): 53-72.

Drosten, C., Günther, S., Preiser, W., Van Der Werf, S., Brodt, H.R., Becker, S., Rabenau, H., Panning, M., Kolesnikova, L., Fouchier, R.A., Berger, A., Burguière, A.M., Cinatl, J., Eickmann, M., Escriou, N., Grywna, K., Kramme, S., Manuguerra, J.C., Müller, S., Rickerts, V., Stürmer, M., Vieth, S., Klenk, H.D., Osterhaus, A.D., Schmitz, H., Doerr, H.W. (2003). Identification of a novel coronavirus in patients with severe acute respiratory syndrome. New England Journal of Medicine, 348(20): 1967-1976. https://doi.org/10.1056/NEJMoa030747

Gayatri, G., Sfenrianto, S. (2019). Analysis of factors for adopting e-learning in vocational technical skill learning. International Journal of Psychosocial Rehabilitation, 23(4): 912-929.

Huang, C., Wang, Y., Li, X., Ren, L., Zhao, J., Hu, Y., Zhang, L., Fan, G., Xu, J., Gu, X., Cheng, Z., Yu, T., Xia, J., Wei, Y., Wu, W., Xie, X., Yin, W., Li, H., Liu, M., Xiao, Y., Gao, H., Guo, L., Xie, J., Wang, G., Jiang, R., Gao, Z., Jin, Q., Wang, J., Cao, B. (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. The Lancet, 395(10223): 497-506. https://doi.org/10.1016/S0140-6736(20)30183-5

Othman, N., Ahmad, F., El Morr, C., Ritvo, P. (2019). Perceived impact of contextual determinants on depression, anxiety and stress: A survey with university students. International Journal of Mental Health Systems, 13(1): 17.

Pozdnyakova, I.R., Olkhovaya, T.A., Sorokoumova, E.A., Mashkin, N.A., Vinogradova, T.S., Aytuganova, J.I., Romanov, I.V., Gots, E.V. (2020a). Media clips on social fear to regulate individual behavior in temporary involuntary isolation (quarantine). Cuestiones Políticas, 38(Especial): 73-84.

Pozdnyakova, I.R., Ovsyanik, A.I., Sidorenko, G.G., Prasolov, V.I., Aleksandrova, N.S., Mashkin, N.A., Makarova, E.V. (2020b). Remote Education in Modern University: Potential Opportunities, Quality or Availability? International Journal of Psychosocial Rehabilitation, 24(04): 5027-5034.

Simmons, L., Jones, T., Bradley, E. (2017). Reducing mental health stigma: The relationship between knowledge and attitude change. European Journal of Mental Health, 12(1): 25-40.

Singh, A.D., Gujral, H.K. (2019). Happiness: Is it prevalent amongst students of higher educational institutions? International Journal of Psychosocial Rehabilitation, 23(4): 1482-1492.

Stauder, A., Cserhati, Z., Thege, B.K. (2018). Decreasing the negative effects of work-related stress in unchanged working environments. European Journal of Mental Health, 13(2): 163-183.