

## The Self-Reflection Questionnaire: Argumentative Results of Content Validity

### Опитувальник саморефлексії: дискусійні результати змістовної валідності

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#### ABSTRACT

*The aim of the article is empirical substantiation of the possibility of psychological diagnosis of self-reflection as an individual's ability to self-actualize.*

*Methods.* The approbation of the self-reflection questionnaire was implemented by updating the reliability and validity data of the reflexivity technique, which we developed on the theoretical basis of the description of the components of reflexivity by L.I. Ponomarenko. Existential feasibility and personal self-realization questionnaires, self-reflection and insight scale, self-evaluation scale, and psychological resources questionnaires were used to describe the content validity of the self-reflection questionnaire. The following applied methods of

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mathematical and statistical analysis were used: correlational, comparative, multifactorial, classification, cluster analysis, and analysis of causes and effects.

**Research results.** It was confirmed that the descriptors of self-reflection are: detachment, positive dissociation, gnostic competence, articulateness, lability, originality, criticality, and cognition. The internal consistency of the scales of the questionnaire is high ( $r=0.37-0.60$ ;  $p < .01$ ). The structure of the eight descriptors of the technique is described by a one-factor empirical model that explains 57% of the variance in the group. Lability (rank 100), positive dissociation (rank 98), articulateness (rank 89), and cognition (rank 82) were found to be the most influential predictors of the general level of self-reflection. The three types of self-reflection are distinguished. The connections of descriptors of self-reflection and manifestations of self-awareness (self-esteem, self-concept), as well as with personal existential self-realization, psychological resources, and indicators of the value-meaning sphere of the individual, were determined. The results of content validity made it possible to highlight the described phenomenon of empirical reality, such as self-reflection.

**Conclusions.** Self-reflection is characterized as the subject's ability for personal self-fulfillment, in the way of self-recognition as a result of accepting the ratio of one's own interpreted available opportunities and the goals of desired psychological well-being. This relationship is made possible by the realization of the person's internal work on himself, which manifests in the reduction of both a biased self-limiting attitude towards the realization of one's capabilities and an authoritarian-egoistic attitude towards others. The main manifestation of self-reflection is criticality, which determines the ratio of one's own interpreted possibilities and the realities of the existing situation, in which the impartiality of the subject enables him to be ready to "read a personal message" in the existing life conditions. It is concluded that self-reflection enables an individual to determine a realistic "version of himself" as a result of a certain lived experience, therefore the function of self-reflection is monitoring to self.

**Key words:** self-reflection, personal self-fulfillment, psychological resources, realism of one's self, internal work on oneself.

## Introduction

The study of self-reflection was conceived to enable the diagnosis of the effects of psychological training on personality maturity (IIIrena, 2008:208-210). The first version of the methodology was in the form of a self-assessment questionnaire, the

theoretical basis of which was laid by the idea of components of reflexivity by L.I. Ponomarenko (Пономаренко, 2002 : 13); the scientist defined reflexivity as a complex ability and developed training for its development in teenagers. At present, the use of the reflexivity questionnaire in empirical studies has led to the expediency of both updating the data on the psychometric indicators of the validity of the technique and clarifying its focus on reflexivity as a property or ability, or on reflection as a process.

Researcher L. Terletska in her work on the structure, mechanisms, and effects of the self-analysis process shows reflection as a component of self-knowledge in the structure of human self-awareness (Терлецька, 2005 : 17, 25). Reflexivity is often considered as a personality quality. At the same time, the research of O. Zymovin and E. Zaika (Зимовін, & Заїка, 2014 : 91) shows three types of non-obvious correlations of reflection and reflexivity, and the reflexivity of the individual is defined as the ability of a person to «direct his activity to himself», it is stated that «reflexivity provides the possibility of self-construction, self-development, self-determination» (Зимовін, & Заїка, 2014 : 95). In the theoretical analysis of T. Kravchyna (Кравчина, 2023 : 87), reflexivity is deduced as a property of the subject, which consists in his ability to self-analysis.

In the most modern applied research in the psychology of personality, self-reflection is paid close attention in the areas of human use of artificial intelligence, training of athletes and training of teachers, in increasing the proactivity of employees and psychotherapeutic work on building a picture of the person's own future life. In particular, the quality of self-reflection is noted as a determining condition for good writing by a human operator of a prompt (verbal task-request) for an artificial intelligence system (Liu1 et al., 2024 : 1-2). An attention is paid to the development of self-reflection in the training of specialists in the direction of transformational pedagogy (Mpindo, & Mokhampanyane, 2024 : 53). Self-reflection is studied to develop adaptive strategies for coping with stress in athletes, in par-

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ticular, swimmers (Murdoch et al., 2024:4). Reflection by an employee of his work is substantiated by one of the main indicators of proactivity and official leadership of employees (Xu, 2024 : 3, 6). A developed capacity for self-reflection is the basis of effective psychotherapy regarding a person's acceptance of himself, his past experience, and the future perspective of his own life (Gerace et al., 2017 : 5, 10, 12). In the studies noted by us, self-reflection was studied in an experimental way to test a person's ability to self-correct the formulation of tasks for AI; in the form of written notes and analysis of the results of self-observation; by the method of introspection and qualitative analysis of keeping a diary of reflections, or even a portfolio and a personal blog; by the method of analysis of written and oral reflections by a person regarding his past experience as a basis for self-acceptance; in the way of applying the self-assessment method of individual reflection. Qualitative research, in our opinion, is undoubtedly very valuable, but at the same time complex in the way of information processing, especially when combined with data from standardized methods.

Currently, for empirical research, the self-reflection and insight scale of Grant, Franklin, and Langford (Grant, Franklin, & Langford, 2002 : 822) is available, which makes it possible to determine such indicators as a person's use of self-reflection and his feeling of the need for self-reflection (12 questions in total). In the scientific research on organizational psychology, the eight-question scale of individual reflection of Ong, Ashford, and Bindl (Ong, Ashford, and Bindl, 2022) is currently used, which makes it possible to obtain information about the degree of individual reflection according to such parameters as the direction of goals, methods, attitude, and focus of reflection.

The review of modern questions of practice regarding the definition of self-reflection showed that psychological methods of diagnosis are relevant and in demand in various areas of professional implementation and maintenance of psychological health, at the same time, the diagnostic toolkit can be more in-

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formative. In our opinion, a multi-scale psychological questionnaire of self-reflection could meet the informative requests of dual scientific and organizational research, so we decided to test and present the results of the validity of such a methodology.

**The aim** of the study was to empirically substantiate the possibility of psychological diagnosis of self-reflection as an individual's ability to self-fulfillment.

### **The aim of the article**

The task of the article is a systematic presentation of empirical results regarding the approbation of the self-reflection questionnaire, and the psychological interpretation of the content validity data of the self-reflection questionnaire.

### **Methods of research**

Approbation of the self-reflection questionnaire was implemented by updating the reliability and validity data of the reflexivity technique, which was developed by us (Штепа, 2008 : 208–209) on the theoretical basis of the description of L.I. Пономаренко (Пономаренко, 2002 : 13) of the components of reflexivity. The interpretation of the components of reflexivity according to L. Пономаренко (Пономаренко, 2002 : 13) (Штепа, 2008 : 208–210) was as follows: «detachment is the ability to emotionally detach from the situation; positive dissociation is the ability to see oneself from the outside, the ability to be both an object and a subject of observation; Gnostic competence is «baggage» of knowledge that corresponds to the problem situation; articulation is the ability to quickly actualize fragments of knowledge most adequate to the problem situation; lability is the ability to build alternative hypotheses; originality means the ability to find non-standard solutions, act non-stereotypically; criticality is the ability to rationally predict the feasibility of various options for solving a problem; cognitiveness is the dominance of the cognitive component in the decision made regarding the problem situation». The following are the results of descriptive statistics, classification analysis, intercorrelation, and re-test.

To describe the content validity of the self-reflection questionnaire, the existential feasibility scale of Lange and Orgler, the personal self-actualization questionnaire of Shtepa, the self-reflection and insight scale of Grant, Franklin, Langford, the Rosenberg self-esteem scale, the Leary multi-aspect quantification of interpersonal relations questionnaire, the Yanov-Bulman basic beliefs questionnaire, the technique of «goals in life» by Krambo and Maholika, Schwartz's motivational values questionnaire (adaptation by I. Semkiv), psychological resourcefulness questionnaire of Shtepa, existential resources test-questionnaire of Riazantseva, the method of diagnosing stress coping resources (psychological survival resources) according to the Lahad model, the resource self-assessment questionnaire «character strengths» (according to Peterson, Seligman), authenticity questionnaire of Kernis and Goldman, test of epistemological thinking styles of Shcherbina, psychological well-being questionnaire of Riff, and hardiness questionnaire of Muddy.

150 people aged 22-47 years were involved in an empirical study on the approbation of a self-reflection questionnaire (of which 59% were women, 41% were men (all the subjects indicated their gender by their own decision)): 75% of the subjects are interested in psychology, in particular, they read popular science articles and perform self-analysis according to certain popular tests, 35% have a bachelor's degree in psychology, about 30% of the respondents had experience in psychological training, and 15% had experience in psychological counseling as a client, about 40% of the respondents had experience in keeping a self-analysis diary and reflections, and 52% – the experience of analyzing a personal habit tracker; all subjects have higher education and were working at the time of the study.

## Results and discussions

Since the self-reflection questionnaire was primarily designed to determine the effectiveness of personal maturity actualization training, in particular the mechanisms of self-

change, we left the self-assessment scale from 1 to 10 (where 10 points are considered the maximum expression of agreement with a certain statement of the questionnaire) in the approbation of the methodology. According to the theoretical basis of the construction of the self-reflection questionnaire, eight scales were identified – descriptors of self-reflection, namely: detachment, positive dissociation, gnostic competence, articulateness, lability, originality, criticality, and cognitive.

In Table 1 the results of checking the scales of the self-reflection questionnaire against normal distribution are included.

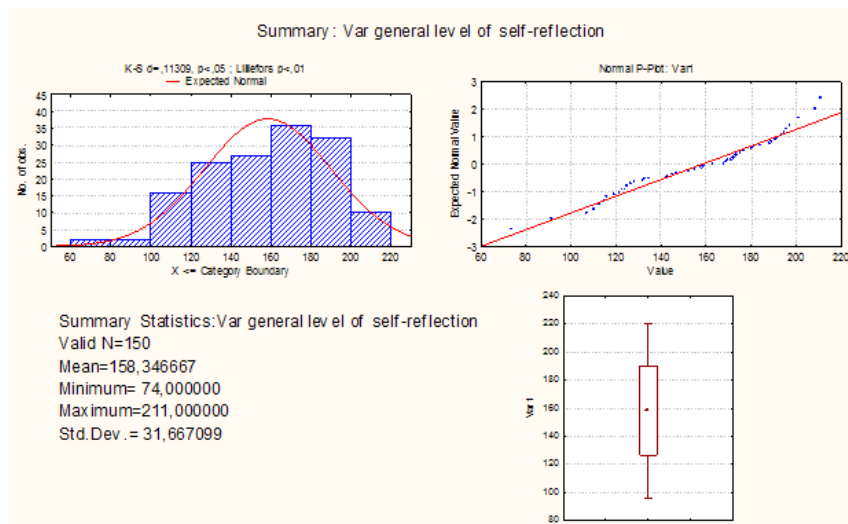
*Table 1*

**Indicators of normal distribution  
of self-reflection questionnaire scales**

<b>Descriptors of self-reflection</b>	<b>N</b>	<b>max D</b>	<b>Lilliefors - p</b>	<b>W</b>	<b>p</b>
Aloofness	150	0.088821	<b>p &lt; .01</b>	<b>0.973370</b>	<b>0.005176</b>
Positive dissociation	150	0.135448	<b>p &lt; .01</b>	<b>0.946378</b>	<b>0.000017</b>
Gnostic competence	150	0.081585	<b>p &lt; .05</b>	<b>0.979957</b>	<b>0.027449</b>
Articulationality	150	0.097922	<b>p &lt; .01</b>	<b>0.960288</b>	<b>0.000260</b>
Lability	150	0.099742	<b>p &lt; .01</b>	<b>0.950343</b>	<b>0.000035</b>
Originality	150	0.101094	<b>p &lt; .01</b>	<b>0.970483</b>	<b>0.002577</b>
Criticality	150	0.064833	<b>p &lt; .15</b>	<b>0.982577</b>	<b>0.054573</b>
Cognitivity	150	0.111105	<b>p &lt; .01</b>	<b>0.962549</b>	<b>0.000424</b>
The general level of self-reflection	150	0.121946	<b>p &lt; .01</b>	<b>0.946790</b>	<b>0.000018</b>

According to Lilliefors and Shapiro-Wilk indicators, all scales of the questionnaire, except for the “criticality” scale, are characterized by a normal distribution at  $p < .01$  (the “gnostic competence” scale is at  $p < .05$ ). Fig. 1 contains the results of descriptive statistics for the general level of self-reflection. Data of the normal distributed medians are acceptable.

The descriptive statistics of the self-reflection questionnaire, as well as the  $\alpha$ -Cronbach index and the result of the re-test are included in Table 2.



**Fig. 1. Results of descriptive statistics for the general level of self-reflection**

The Cronbach alpha indicator for the scales of the self-reflection questionnaire is in the range of 0.74–0.88, for the standardized  $\alpha$ -Cronbach 0.91 and the available one – 0.78, which, in general, is an acceptable characteristic of the internal consistency of the diagnosed characteristic features of self-reflection. The retest reliability of the questionnaire is good: the rather high level of correlations of the first and second diagnostic measures of self-reflection shows a tendency for subjects to give identical self-assessments of self-reflection during the three-week exposure, differences in the two measures of self-reflection with the three-week time exposure were not found at a statistically significant level (at this time, the 95 subjects from the general research group did not participate in psychological training or psychological consultations; those for whom this was already a common practice did not provide data that changed their habits of information consumption). Attention should be paid to



the t-value indicator for the “cognitiveness” descriptor, which, according to the retest, is on the verge of significant changes. Therefore, it is advisable to take into account that self-reflection can grow even in the absence of a specially organized task for its development thanks to a person’s analysis of current information.

Table 2

**Main psychometric characteristics  
of the self-reflection questionnaire**

Descriptors of self-reflection	Descriptive statistics			Alpha if - deleted (summary for scale: Mean=314,880 Std. Dv.=64,3549 Valid N:150 Cronbach alpha: ,77 Standardized alpha: ,91)	Retest reliability (N95) (exposure time: three weeks)		
	Valid N	Mean	Std. Dev.		r Spearman's correlation value (p < ,01)	t-test	
						t-value (p < ,05)	p - Variances
Aloofness	150	18.68	5.46	0.76	0.49	0.53	0.69
Positive dissociation	150	19.90	4.87	0.76	0.37	-1.01	0.02
Gnostic competence	150	20.33	5.09	0.75	0.44	-0.48	0.84
Articulationality	150	20.42	5.64	0.74	0.63	-1.33	0.00
Lability	150	21.80	5.68	0.74	0.73	0.70	0.00
Originality	150	16.36	6.42	0.74	0.85	-0.26	0.05
Criticality	150	20.60	4.87	0.75	0.69	-0.31	0.00
Cognitivity	150	19.33	5.18	0.75	0.37	-1.98	0.00
The general level of self-reflection	150	156.35	31.67	0.88	0.80	-0.77	0.00

The conducted classification analysis showed that the levels of self-reflection were determined with high accuracy, in particular, the general level of self-reflection according to the questionnaire data was determined with a correctness of about 95%, low and medium levels of self-reflection – 100% correct definition, high level of self-reflection – with a correctness of about 93%.

Table 3

**The results of the classification analysis  
of the general level of self-reflection**

Classification Matrix

Rows: Observed classifications Columns: Predicted classifications

	Percent - Correct	G_1:1 - p=,04	G_2:2 - p=,22	G_3:3 - p=,73
G_1:1 low level of self-reflection	100.00	6	0	0
G_2:2 average level of self-reflection	100.00	0	34	0
G_3:3 high level of self-reflection	92.72	0	8	102
Total	94.66	6	42	102

The results of the multivariate analysis carried out to describe the structure of self-reflection, showed that all eight characteristic features of self-reflection were included in one factor, which describes 57% of the variance (Table 4).

The empirical results of the analysis of the structure of self-reflection did not confirm the theoretical idea regarding the components of reflexivity. Therefore, the monolith of eight signs indicates, in our opinion, that what is diagnosed is not reflexivity as a property that can be characterized through components, namely reflection; it is also advisable to clarify that it is not about the components of reflection, but its characteristic features, descriptors.

Table 4

**Results of multivariate analysis  
regarding the structure of self-reflection descriptors**

Factor Loadings (Unrotated)

Extraction: Principal components (Marked loadings are  $>,700000$ )

<b>Descriptors of self-reflection</b>	<b>Factor - 1</b>
Aloofness	-0.599090
Positive dissociation	-0.697977
Gnostic competence	-0.716737
Articulationality	-0.873999
Lability	-0.879900
Originality	-0.686987
Criticality	-0.730265
Cognitivity	-0,711776
The general level of self-reflection	-0,854062
Expl.Var	5,139178
<b>Prp.Totl</b>	<b>0,571020</b>

With the help of correlation analysis, the results of inter-correlation relationships of descriptors of self-reflection were obtained (Table 5).

The correlation range of descriptors of self-reflection turned out to be quite wide. At the same time, there are connections at  $r=0.21$ ,  $r=0.22$  ( $p < .01$ ) only between the scales “detachment” and, accordingly, “criticality”, and “cognitivity”. Other descriptors are quite closely related to each other at the level of  $r=0.32 - 60$  ( $p < .01$ ). The closest relationships are between the descriptors of self-reflection and its general level, as well as between the “articulateness” and “lability” scales ( $r=0.81$  ( $p < .01$ )), which has an explanation in terms of content: the ability to actualize the necessary for the development: solving a problem situation with fragments of knowledge requires the ability to build alternative hypotheses.

Table 5

**Results of intercorrelation relationships  
of descriptors of self-reflection ( $p < .01$ )**

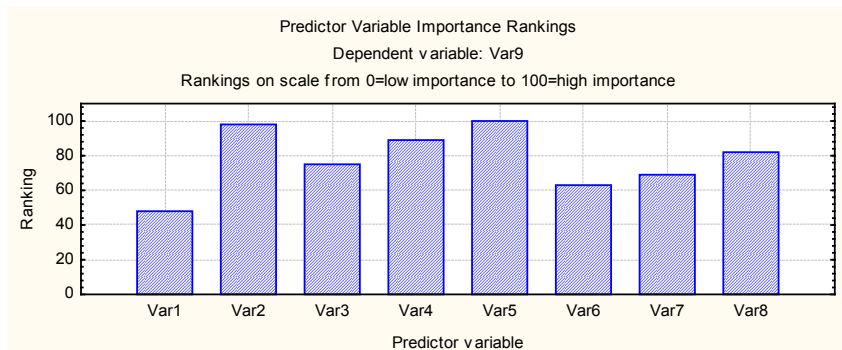
Correlations

Marked correlations are significant at  $p < ,01000$  N=150  
(Casewise deletion of missing data)

Descriptors of self-reflection	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9
Var1 Aloofness	1.00								
Var2 Positive dissociation	0.37	1.00							
Var3 Gnostic competence	0.49	0.41	1.00						
Var4 Articulationality	0.45	0.54	0.58	1.00					
Var5 Lability	0.50	0.59	0.52	0.81	1.00				
Var6 Originality	0.48	0.32	0.43	0.56	0.60	1.00			
Var7 Criticality	0.21	0.42	0.48	0.59	0.57	0.48	1.00		
Var8 Cognitivity	0.22	0.46	0.47	0.60	0.53	0.36	0.57	1.00	
Var9 The general level of self-reflection	0.63	0.68	0.73	0.86	0.87	0.73	0.72	0.70	1.00

With the help of classification analysis, we decided that it is expedient to establish which descriptors of self-reflection can be predictors of its general level (Fig. 2).

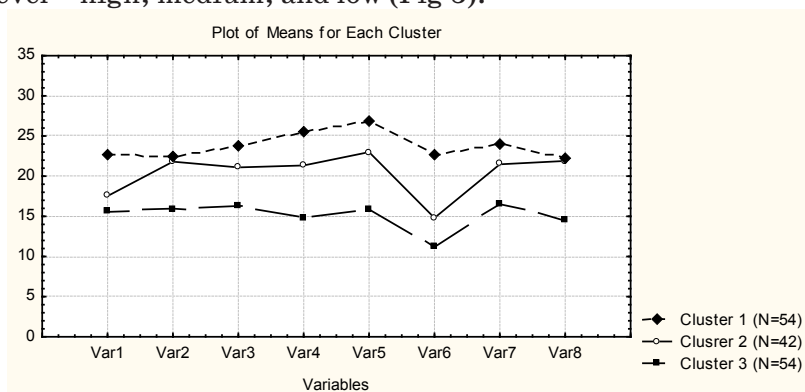
Lability (rank 100), positive dissociation (rank 98), clarity (rank 89), and cognition (rank 82) were found to be the most influential predictors of the overall level of self-reflection. In general, each descriptor of the general level of self-reflection has a high rank, and the available results make it possible to characterize self-reflection as an ability that is manifested to a greater extent through a person's ability to build alternative assumptions on a self-observation, that is, modeling different versions of yourself based on facts.



Descriptors of self-reflection: Var 1 – aloofness, Var 2 – positive dissociation, Var 3 – gnostic competence, Var 4 – articulationality, Var 5 – lability, Var 6 – originality, Var 7 – criticality, Var 8 – cognitivity, Var 9 – general level self-reflection

**Fig. 2. Histogram of descriptors of self-reflection as predictors of its general level**

Cluster analysis using the k-means method showed that it is appropriate to characterize three types of self-reflection by their level – high, medium, and low (Fig 3).



Descriptors of self-reflection: Var 1 – aloofness, Var 2 – positive dissociation, Var 3 – gnostic competence, Var 4 – articulationality, Var 5 – lability, Var 6 – originality, Var 7 – criticality, Var 8 – cognitivity, Var 9 – general level self-reflection

**Fig. 3. Profiles of types of self-reflection**

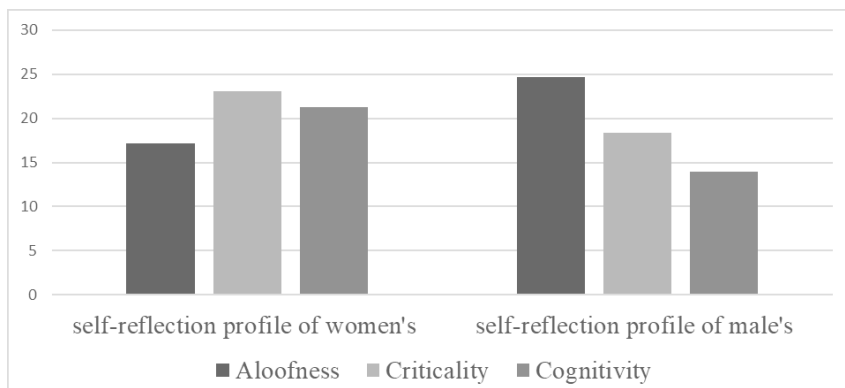
The type with a high level of self-reflection (cluster 1) is characterized by a lower level of expression of such descriptors as positive dissociation and cognitivity. A subject of high-level self-reflection feels more whole than self-observation suggests, as if he does not so much know himself through rational analysis as understands himself in the flow of living personal experience.

The type of medium level of self-reflection (cluster 2) is characterized by a low level of detachment and originality, which is manifested in the excessive emotionality of perceiving a certain situation, oneself and others in it as a subject of self-reflection, as well as in difficulties to act atypically. The significant emotional immersion of the subject of reflection in certain situations likely determines his typical ways of experiencing, thinking, and acting, while at the same time making it difficult to implement problem-oriented strategies for overcoming difficulties.

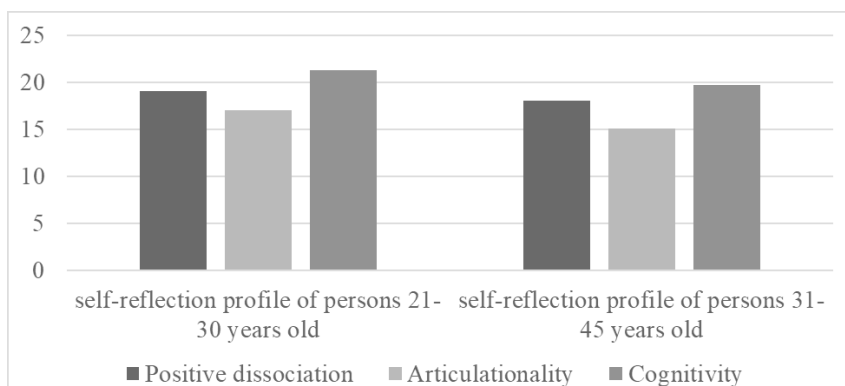
The type of low level of self-reflection (cluster 3) is characterized by a low level of originality, which is probably manifested in the tendency of the subject of self-reflection to automated behavior, thinking stereotypes, strict adherence to rules, and prejudices.

In Fig. 4.5 contains histograms illustrating the features of self-reflection of women and men, as well as people of two age groups.

According to the results of the comparative analysis, attention was paid to the fact that in the way of self-assessment, the studied women showed their tendency to significant emotional involvement in the situation reflected by them, as well as moderation in the critical evaluation of various options for the unfolding of events and the search for the necessary amount of information to make a decision. The studied men in the method of self-assessment of self-reflection demonstrated a tendency to moderately manage their own emotions in the situation they analyzed, at the same time a fairly high level of reliance on a rational way of predicting the course of events and striving to have sufficient information to make a decision.



**Fig. 4. Histogram of determined features of reflection of women and men of the general group of subjects (t-test,  $p < .05$ )**



**Fig. 5. Histogram of determined features of self-reflection of two subgroups of subjects by age criterion (t-test,  $p < .05$ )**

Cognition, articulateness, and positive dissociation are characteristic features of self-reflection, according to which differences were established in the studied two age subgroups. In particular, the subjects under the age of 30, in a self-assessment method, revealed their tendency to self-observation in the process of unfolding a certain situation, the ability to find suffi-

cient information to make a decision and update the necessary knowledge to understand the situation and themselves in it. Probably, the researched 22-30 years old may risk gaining new experience in order to obtain information for self-understanding, may be inclined to experiment on themselves for the purpose of self-examination of character and behavior under certain circumstances; at the same time, they give themselves a realistic characteristic. Subjects aged over 31 years showed a slight inclination to self-analysis during a certain situation, to search for important and appropriate information for the existing situation to make a timely decision. Therefore, the researched 31-47 years old probably tend not to update their views about themselves, or get used to a certain interpretation of themselves, which can lead to errors in understanding themselves in certain life circumstances, lack of clarity for them, and, perhaps, reluctance to change themselves.

In the way of describing cross-correlations, the reference of the indicators of the self-reflection questionnaire was established with the analog technique for the diagnosis of reflection and such indicators of the manifestation of a person's self-awareness as self-esteem and aspects of the self-concept (Table 6).

The results of the correlation analysis regarding the proportionality of the descriptors of self-reflection and manifestations of self-awareness substantiate that: firstly, the questionnaire of self-reflection with a certain probability diagnoses the phenomenon of reflection; secondly, connections of descriptors of self-reflection with self-reflection methodology of Grant et al. and self-esteem are weak. This can be explained by procedural factors, in particular, the fact that we did not adopt the self-reflection diagnostic methods of Grant et al. and Rosenberg's level of self-esteem. It is also important that the method of diagnosing self-esteem makes it possible to determine its level, not its adequacy; thirdly, about the aspects of self-concept, self-reflection is aimed at reducing a person's biased self-limiting, excessively critical about the feasibility of one's own possibilities of self-

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attitude and reducing a person’s authoritarian-egoistic attitude towards others.

Table 6

**The results of the correlation analysis regarding the proportionality of descriptors of self-reflection and manifestations of self-awareness ( $p < .01$ )**

Descriptors of self-reflection	Manifestations of self-awareness				
	self-reflection (analog scale of Grant, etc.)	level of self-esteem	aspects of self-concept		
			realistic I		desirable I
			suspiciousness	authoritarianism	selfishness
Aloofness	0.09	0.06	-0.10	-0.07	-0.07
Positive dissociation	0.08	<b>0.25</b>	-0.21	0.12	0.14
Gnostic competence	0.08	0.05	-0.12	-0.16	-0.15
Articulationality	<b>0.24</b>	<b>0.23</b>	<b>-0.28</b>	-0.10	-0.18
Lability	0.09	0.06	<b>-0.30</b>	-0.12	-0.18
Originality	<b>0.23</b>	-0.01	<b>-0.23</b>	<b>-0.24</b>	-0.26
Criticality	<b>0.24</b>	0.08	-0.05	-0.12	-0.04
Cognitivity	<b>0.27</b>	0.18	-0.07	-0.04	-0.00
The general level of self-reflection	<b>0.22</b>	0.15	<b>-0.24</b>	-0.13	-0.14

Since we theoretically determined that self-reflection is an individual’s ability to self-fulfillment, it was necessary to empirically characterize the connections between these phenomena. An alternative hypothesis regarding self-reflection as a capacity for psychological well-being or hardiness was also tested. The results of cross-correlations are included in Table 7.

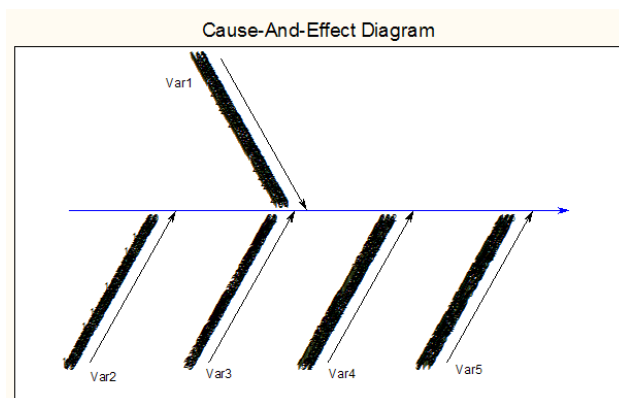
Table 7

**The results of the correlation analysis regarding  
the proportionality of the descriptors of self-reflection  
and self-fulfillment ( $p < .01$ )**

Descriptors of self-reflection	Personality fulfillment					Existential fulfillment					Hardiness	Psychological well-being
	clearly stated goals	acceptance of the Other	productive solitude	responsibility for one's actions	the general level of personality fulfillment	self-distancing	self-transcendence	freedom	responsibility	the general level of existential fulfillment		
Aloofness	0.08	0.11	0.04	0.12	0.11	-0.07	0.17	0.06	0.01	0.10	-0.16	-0.01
Positive dissociation	<b>0.35</b>	<b>0.36</b>	<b>0.33</b>	<b>0.40</b>	<b>0.43</b>	-0.00	0.19	0.03	0.16	0.15	0.17	<b>0.52</b>
Gnostic competence	<b>0.23</b>	0.16	0.05	<b>0.27</b>	<b>0.23</b>	0.03	0.12	0.03	-0.06	0.08	0.06	<b>0.21</b>
Articulationality	0.46	0.42	<b>0.27</b>	<b>0.38</b>	<b>0.47</b>	0.20	<b>0.30</b>	<b>0.24</b>	0.18	<b>0.27</b>	0.21	<b>0.34</b>
Lability	0.34	0.32	0.27	0.36	0.39	0.27	0.37	0.23	0.22	0.29	0.15	<b>0.36</b>
Originality	<b>0.36</b>	<b>0.33</b>	<b>0.37</b>	<b>0.33</b>	<b>0.41</b>	0.15	<b>0.36</b>	<b>0.28</b>	0.12	<b>0.27</b>	0.15	<b>0.26</b>
Criticality	0.27	0.22	0.25	<b>0.31</b>	<b>0.31</b>	0.10	0.19	-0.02	0.07	0.13	<b>0.26</b>	<b>0.37</b>
Cognitivity	<b>0.34</b>	<b>0.25</b>	0.18	<b>0.36</b>	<b>0.35</b>	0.13	<b>0.27</b>	0.15	0.14	<b>0.21</b>	<b>0.24</b>	<b>0.28</b>
The general level of self-reflection	<b>0.41</b>	<b>0.37</b>	<b>0.30</b>	<b>0.43</b>	<b>0.46</b>	0.14	<b>0.34</b>	0.18	0.14	<b>0.26</b>	0.18	0.39

Based on the results of the correlation analysis, it can be stated that self-reflection is closely related to all components and the general level of personality and existential self-fulfillment. At a statistically significant level ( $p < .01$ ), no significant cross-correlations were established between manifestations of self-fulfillment and only such a descriptor of self-reflection as “detachment”. We explain this fact by the fact that self-fulfillment involves experiencing the life that a person lives; therefore, significant emotional detachment from life situations is hardly possible. It should be noted the greater number of cross-correlations of descriptors of self-reflection with components of personality self-fulfillment. The most important are the connections of self-

reflection and such a component of existential self-fulfillment as self-transcendence, which characterizes the ability to experience the value of the Other or life situation, to deeply perceive the attitude of a person to oneself and the Other, to feel the existential significance of an event, to establish a person's internal attitude to what he has lived, as if to return to a person oneself due to the sense of internal resonance in relation to values. The conclusions regarding the alternative assumptions of self-reflection as a capacity for vitality or psychological well-being are as follows: the results of this study showed that it is not appropriate to allow reflection as a capacity for vitality. At the same time, the connections between self-reflection and psychological well-being are obviously close. In order to clarify whether, according to the definition of the ability (Савчин, 216: 249), self-reflection ensures the functioning of psychological well-being or self-fulfillment an analysis of processes was carried out, in particular, an analysis of causes and effects, the results of which are illustrated in Fig.6.



Var 1 – self-reflection, Var 2 – hardiness, Var 3 – personality self-fulfillment, Var 4 – existential fulfillment, Var 5 – psychological well-being

**Fig. 6. Fishbone effects of self-reflection**

According to the results of the analysis of causes and effects, as it is demonstrated that the effect of self-reflection is

personal self-realization itself, it is advisable to reject the alternative assumption regarding self-reflection as an ability for psychological well-being. In our opinion, the relationship between self-reflection and hardiness and psychological well-being can demonstrate the functioning of self-reflection as a mechanism of self-interpretation and self-knowledge of the individual under the conditions of acceptance and not resistance to reality. Additional arguments in favor of such conclusions were the results of cross-correlations of descriptors of self-reflection and types of psychological resources (Table 8). The expediency of such clarification was based on our vision of the self-fulfillment of one of the resource strategies.

In the results of cross-correlations of self-reflection and psychological resources of various types, it is worth noting that there are more connections with psychological resources that have an interpretative function (significant connections were established with nine resources out of fourteen); self-reflection was closely related to the ability to operate with resources – the ability to update resources, accommodate and know them. Among the twenty-four resources – “strengths of character” intended to specify values, self-reflection is connected with three, at the same time, it has the most connections with the “strength” of “interest in learning”, which, in our opinion, should be interpreted in a broad context – learning through life situations, life experience, communication with other people. Positive dissociation and cognition from the point of view of common sense make it possible to show impartiality, at the same time this is confirmed by the results of correlation analysis. Among the five existential resources, which, in our opinion, have the purpose of support, significant correlations of self-reflection were established with the resource “freedom”, “meaning”, and “acceptance”; the closest connections are precise with the resource of acceptance, which characterizes the possibilities of self-reflection to ensure a person’s unbiased view of himself through the ascertainment of the facts of reality.

*Table 8*

**The results of the correlation analysis regarding the proportionality of the descriptors of self-reflection and psychological resources ( $p < .01$ )**

Descriptors of self-reflection	Psychological resources										Resources- "strengths of character"	Existential resources		Psychological survival resources			
	self-confidence	creativity	desire for wisdom	work on yourself	self-realization in the profession	responsibility	knowledge of own resources	the ability to update resources	the ability to accommodate one's resources	interest in learning		impartiality	modesty		freedom	sense	adoption
Aloofness	0.19	0.10	0.11	0.25	0.21	0.17	0.22	0.22	0.22	0.00	0.07	0.01	0.04	0.24	0.41	0.06	0.09
Positive dissociation	0.46	0.33	0.17	0.33	0.48	0.29	0.52	0.39	0.41	0.16	0.24	0.19	0.21	0.22	0.33	0.21	0.26
Gnostic competence	0.38	0.19	0.14	0.15	0.14	0.06	0.29	0.25	0.26	0.25	0.16	0.13	0.13	0.08	0.14	0.10	0.21
Articulationality	0.52	0.33	0.22	0.29	0.40	0.28	0.43	0.23	0.40	0.23	0.12	0.13	0.22	0.18	0.25	0.16	0.27
Lability	0.49	0.38	0.15	0.32	0.50	0.26	0.49	0.28	0.35	0.15	0.07	0.15	0.22	0.25	0.33	0.17	0.28
Originality	0.44	0.47	0.30	0.41	0.52	0.26	0.51	0.35	0.42	0.04	-0.03	0.00	0.24	0.28	0.30	0.29	0.42
Criticality	0.38	0.32	0.13	0.17	0.36	0.14	0.39	0.27	0.26	0.21	0.15	0.21	0.21	0.07	0.09	0.14	0.29
Cognitivity	0.42	0.33	0.15	0.24	0.35	0.26	0.34	0.28	0.27	0.27	0.30	0.32	0.06	0.14	0.23	0.10	0.17
The general level of self-reflection	0.55	0.42	0.23	0.37	0.50	0.29	0.54	0.36	0.44	0.21	0.17	0.19	0.22	0.25	0.35	0.21	0.35

Among six psychological survival resources that we tend to view as sources of resource replenishment, self-reflection is closely related to two—to some extent to the experiential resource and a large extent to the physical activity resource. We assume that the resource of physical activity about self-reflection is exactly that contact with oneself that provides information for self-assessment, and therefore, better self-understanding. In our opinion, the established connections of self-reflection with resources characterize its functioning in the field of opportunities as an indicator of free acceptance of oneself in reality and the ability to operate one's own psychological resources in the trend of interest in learning. The purpose of self-reflection in the field of psychological resources can be interpreted as the ability to provide self-interpretation of an individual through the possibilities that he admits to be his own and available to himself.

Since in the structure of self-awareness, self-reflection opens up opportunities for self-knowledge, it was decided that it would be appropriate to specify the value-meaning locus of self-reflection. As empirical descriptors of the value-meaning locus of self-reflection, we established basic beliefs, goals in life, motivational values, knowledge, and self-acceptance by a person as one of the manifestations of authenticity, and epistemological styles of thinking (Table 9). According to the results of the correlation analysis, it was determined that self-reflection in connection with basic beliefs enables a person to develop a critical understanding of himself in connection with his lived experience. At the same time, the available data do not indicate that self-reflection is significantly and related to the value of a person's self.

Concerning the locus of goals in life, as an indicator of the absence of frustration in the sense of the meaning of life, self-reflection through positive dissociation and originality reveals the ability of the subject to be self-observant and unbiased, therefore, ready to "read a personal message" in the existing life conditions.

Table 9

**The results of the correlation analysis regarding  
the proportionality of the descriptors of self-reflection  
and its value-meaning locus ( $p < .01$ )**

Descriptors of self-reflection	Basic beliefs								Motivational values					
	The kindness of the world	Controllability of the world	Randomness as a principle of distribution of events occurring	Value of one's Self	The degree of self-control	The belief that there is more good than evil in the world	The belief that the world is full of meaning	Belief in the value of one's self	Goals in life	universalism	achievement	power	Authenticity in the locus of knowledge and self-acceptance	Epistemological style of common sense
Aloofness	0.11	0.09	-0.06	0.07	0.07	0.05	0.10	-0.06	0.03	0.14	0.04	0.02	0.05	0.14
Positive dissociation	0.18	0.10	<b>0.26</b>	0.10	0.10	0.18	0.06	0.15	<b>0.27</b>	<b>0.23</b>	<b>0.21</b>	0.02	<b>0.24</b>	0.17
Gnostic competence	<b>0.25</b>	0.12	0.02	0.19	0.19	0.20	0.07	0.10	0.06	0.12	0.01	0.09	0.19	<b>0.27</b>
Articulationality	0.15	0.20	0.20	0.20	0.20	0.13	<b>0.21</b>	0.20	0.17	<b>0.36</b>	0.16	0.12	0.18	<b>0.40</b>
Lability	<b>0.27</b>	<b>0.23</b>	<b>0.22</b>	<b>0.22</b>	<b>0.22</b>	0.18	0.17	<b>0.24</b>	0.14	<b>0.30</b>	<b>0.24</b>	<b>0.23</b>	0.17	<b>0.30</b>
Originality	<b>0.25</b>	0.04	0.12	0.18	0.18	0.15	0.05	0.13	<b>0.29</b>	<b>0.23</b>	0.15	0.09	0.18	0.20
Criticality	<b>0.28</b>	0.08	0.17	0.20	0.20	<b>0.28</b>	0.15	0.21	0.14	<b>0.29</b>	<b>0.34</b>	<b>0.39</b>	0.20	0.14
Cognitivity	0.13	-0.04	0.16	0.11	0.11	0.09	0.09	0.11	0.14	<b>0.25</b>	<b>0.33</b>	<b>0.26</b>	0.19	<b>0.37</b>
The general level of self-reflection	<b>0.27</b>	0.14	0.18	<b>0.22</b>	<b>0.22</b>	0.21	0.15	0.18	0.20	<b>0.33</b>	<b>0.23</b>	0.19	0.23	0.34

It is noteworthy that among the ten motivational values, self-reflection through the prism of criticality is focused on three such as universalism, power, and achievement. Regarding the value of universalism, the meaningfulness of self-reflection is revealed in a person's ability to see himself differently and find informational confirmation of these "versions of himself." Knowing and accepting oneself through self-reflection is to a small extent related to a sense of authenticity, which, in our opinion, characterizes self-reflection as the ability to self-actualize by not returning the individual to oneself, but recognizing oneself. Among the five epistemological styles, self-reflection is associated only with the naive-rationalist style or the common sense style. The author of the test of epistemological styles, L.F. Shcherbina (Щербина, 2012 : 25), characterizes the style of common sense as follows: «the ability of a person to be free from the «force of heuristics» and to keep in the field of attention the quality of the fundamental ideas that were, are and will be, and not appear as a result of research, analysis, intuitive insight or dialectical deduction. <...> This is not presupposed thinking». Therefore, self-reflection is a manifestation of a person's unconditional self-knowledge, which does not require formation, but at the same time can be developed. We can note that criticality is the main manifestation of self-reflection to motivational and value constructs.

### Conclusions

The purpose of the study was to empirically substantiate the possibility of psychological diagnosis of self-reflection as an individual's ability to self-fulfillment. The empirical tasks of the study were the approbation of the self-reflection questionnaire and the psychological interpretation of the data of its content validity.

The obtained data on the reliability and construct validity of the technique showed its possible applicability. It is advisable to consider changing the answer scale. The internal consistency of



the scales of the questionnaire is high; the structure of the indicators of the methodology is determined with the result of a one-factor empirical model, so we concluded that the investigated psychological phenomenon is a process, and not a state or property. The results of content validity made it possible to highlight the phenomenon of empirical reality, such as self-reflection.

The following are issues of content validity of the self-reflection questionnaire:

- exhaustiveness of empirical arguments regarding self-reflection as the ability to self-realize personal self-realization in particular. According to the results of the analysis of the causes and effects of the present study, the effect of self-reflection is personality self-fulfillment. At the same time, in our opinion, it is expedient to empirically substantiate the phenomenon of ability and provide data on the role of self-reflection in the functioning of personality self-fulfillment;

- sufficiency of facts in favor of expressing the diagnosed phenomenon precisely as “self-reflection”. Clear connections between the studied phenomenon and aspects of a person’s self-concept, which refers to his ideas about himself; motivational values accepted by her; and of indicators of operating with one’s psychological resources indicate a focus on the inner world of a person. Connections with self-esteem, which determines a person’s comparison of himself with others, hardiness, as the ability to resist adverse circumstances, are weak, therefore, the studied phenomenon expresses a person’s attitude to the outside world to a lesser extent. These data give us grounds to characterize the studied phenomenon as self-reflection. At the same time, the vagueness of the connections of the researched phenomenon with the knowledge and acceptance of the person himself as a manifestation of his authenticity, and the basic beliefs that are formed as a result of lived experience, do not strengthen the arguments in favor of the expression of self-reflection, but do not deny it either.

Based on the results of the analysis of the content validity of the constructed questionnaire, we can characterize self-reflec-

tion as the subject's ability to personal self-realization, in the way of self-recognition as a result of accepting the ratio of one's interpretation of available opportunities and the goals of desired psychological well-being. This relationship is made possible by the realization of the person's internal work on himself, which manifests in the reduction of both a biased self-limiting attitude towards the realization of one's capabilities and an authoritarian-egoistic attitude towards others. The main manifestation of self-reflection is criticality, which determines the ratio of one's own interpreted possibilities and the realities of the existing situation, in which the impartiality of the subject enables him to be ready to "read a personal message" in the existing life conditions. In our opinion, self-reflection enables an individual to determine a realistic "version of himself" as a result of a certain lived experience, therefore the function of self-reflection is not ascertaining and not prognostic, but monitoring.

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## Appendix

### SELF-REFLECTION QUESTIONNAIRE

Instructions: on a scale of 1 (not at all) to 10 (completely agree), rate how much you agree with each of the following statements

1. I tend to replace point-blank statements with constructive ideas (Мені властиво заміняти безапеляційні висловлювання конструктивними ідеями)	1	2	3	4	5	6	7	8	9	10
2. I wonder how others perceive my ideas (Мені цікаво, як сприймають інші мої ідеї)	1	2	3	4	5	6	7	8	9	10
3. Often, based on my own life experience, I can predict the course of events in a certain situation (Нерідко я можу на основі власного життєвого досвіду спрогнозувати хід подій у певній ситуації)	1	2	3	4	5	6	7	8	9	10
4. As a rule, I can clearly justify my point of view on problematic issues (Як правило, я можу чітко обґрунтувати власний погляд щодо проблемних питань)	1	2	3	4	5	6	7	8	9	10
5. I can change my own ideas as a result of certain lived life situations (Я можу змінити власні уявлення внаслідок певних прожитих життєвих ситуацій)	1	2	3	4	5	6	7	8	9	10
6. I can be proud of my own creative output (Я можу пишатись власним творчим доробком)	1	2	3	4	5	6	7	8	9	10
7. It is characteristic of me to accept options for solving problematic issues that are really acceptable to me (Мені властиво приставати на дійсно прийнятні для мене для мене варіанти розв'язку проблемних питань)	1	2	3	4	5	6	7	8	9	10
8. I trust my own knowledge more than my feelings (Я більше довіряю власним знанням, ніж почуттям)	1	2	3	4	5	6	7	8	9	10

9. I manage to restrain myself from impulsive and aggressive reactions (Мені вдається утримувати себе від імпульсивних і агресивних реакцій)	1	2	3	4	5	6	7	8	9	10
10. I am interested in independently interpreting both my thoughts and the ideas of others (Мені цікаво самостійно інтерпретувати і власні думки, і ідеї інших)	1	2	3	4	5	6	7	8	9	10
11. I have quite a lot of diverse knowledge about different life situations (У мене досить багато різноманітних знань щодо різних життєвих ситуацій)	1	2	3	4	5	6	7	8	9	10
12. When discussing a certain issue, I can usually give a real-life example that supports my thoughts (За обговорення певного питання, я, зазвичай, можу навести життєвий приклад, що підтверджує мої думки)	1	2	3	4	5	6	7	8	9	10
13. My suggestions or decisions may go against the conventional wisdom or expectations of others (Мої пропозиції або рішення можуть іти у розрід із загальноприйнятими уявленнями або очікуваннями інших)	1	2	3	4	5	6	7	8	9	10
14. I am the author of several non-standard ideas (Я є автором декількох нестандартних ідей)	1	2	3	4	5	6	7	8	9	10
15. I am looking for correct suggestions for solving problematic issues (Я прагну коректних пропозицій щодо розв'язання проблемних питань)	1	2	3	4	5	6	7	8	9	10
16. To make me change my opinion can really strong arguments (Змінити власну думку мене можуть змусити лише значні аргументи)	1	2	3	4	5	6	7	8	9	10
17. I tend to get so deep into my thoughts that sometimes I seem to dissolve in time (Мені властиво настільки заглиблювати у власні думки, що інколи ніби розчиняюся у часі)	1	2	3	4	5	6	7	8	9	10
18. I feel satisfied with my own level of competence (Я відчуваю задоволеність власним рівнем компетентності)	1	2	3	4	5	6	7	8	9	10
19. Before take on some problems, I must get the theoretical training (Перш, ніж братися за розв'язання певних проблем я волю отримати теоретичну підготовку)	1	2	3	4	5	6	7	8	9	10

20. After discussing the problem, I can usually draw pretty clear conclusions on my own (Після обговорення проблеми, я, зазвичай, можу самостійно зробити досить чіткі висновки)	1	2	3	4	5	6	7	8	9	10
21. As a rule, I can to offer several options for solving a certain problem (Як правило, я модю запропонувати декілька варіантів розв'язання певної проблеми)	1	2	3	4	5	6	7	8	9	10
22. Often I can metaphorically describe the solution to a problem (Часто я можу метафорично описати розв'язок проблеми)	1	2	3	4	5	6	7	8	9	10
23. It is characteristic of me to seek practical application of my theoretical knowledge (Мені властиво шукати практичне застосування власним теоретичним знанням)	1	2	3	4	5	6	7	8	9	10
24. My words do not differ from my thoughts and actions (Мої слова не розходяться з моїми думками і справами)	1	2	3	4	5	6	7	8	9	10

Calculation of results: for each of the descriptors of self-reflection, the sum of points should be calculated and determine the average.

Descriptors of self-reflection	№№ of assertion
Aloofness	1, 9, 17
Positive dissociation	2, 10, 18
Gnostic competence	3, 11, 19
Articulationality	4, 12, 20
Lability	5, 13, 21
Originality	6, 14, 22
Criticality	7, 15, 23
Cognitivity	8, 16, 24

The general level of self-reflection	Normalized distribution of scale points by levels of self-reflection
	128 – 240 points – high level 107 – 127 points – average level 0 – 106 points – low level

In the psychological interpretation, it is advisable to include both data on individual descriptors of self-reflection, and the result on the type of self-reflection according to its level.

**Штепа Олена. Опитувальник саморефлексії: дискусійні результати змістовної валідності.**

**Метою дослідження** є емпіричне обґрунтування можливості психологічної діагностики саморефлексії як здатності особистості до самоздійснення.

**Методи.** Апробація опитувальника саморефлексії була реалізована шляхомоновленняданихнадійностіівалідностіметодикирефлексивності, яку було розроблено нами на теоретичній основі опису компонентів рефлексивності Л.І. Пономаренко. Для опису змістової валідності опитувальника саморефлексії було застосовано опитувальники екзистенційної здійсненності і особистісного самоздійснення, шкала саморефлексії і інсайту, шкала самооцінки, опитувальники психологічних ресурсів. Застосовані методи математико-статистичного аналізу: кореляційний, порівняльний, багатofакторний, класифікаційний, кластерний аналіз, аналіз причин та ефектів.

**Результати дослідження.** Підтверджено, що дескрипторами саморефлексії є такі: відстороненість, позитивна дисоціація, гностична компетентність, артикульованість, лабільність, оригінальність, критичність, когнітивність. Внутрішня узгодженість шкал опитувальника є високою ( $r=0,37-0,60$ ;  $p < ,01$ ). Структуру восьми дескрипторів методики описує однофакторна емпірична модель, що пояснює 57% дисперсії у групі. Найвпливовішими предикторами загального рівня саморефлексії виявлено такі, як лабільність (ранг 100), позитивна дисоціація (ранг 98), артикульованість (ранг 89), когнітивність (ранг 82). Виокремлено три типи саморефлексії. Визначено зв'язки дескрипторів саморефлексії і виявів самосвідомості (самооцінка, Я-концепція), також з особистісним екзистенційним самоздійсненням, психологічними ресурсами, показниками ціннісно-сислової сфери особистості. Результати змістової валідності дали змогу уобразити виокремлений феномен емпіричної реальності як саморефлексію.

**Висновки.** Саморефлексію схарактеризовано як здатність суб'єкта до особистісного самоздійснення, способом впізнання себе в результаті прийняття співвідношення власних інтерпретованих доступними можливостей та цілями бажаного психологічного благополуччя. Вказане співвідношення уможливується реалізацією внутрішньої роботи особи над собою, яка виявляється у зменшенні, як упереджено самообмежувального ставлення щодо здійсненності власних



*можливостей, так і авторитарно-егоїстичного ставлення щодо інших. Головним виявом саморефлексії є критичність, що задає співвідношення власних інтерпретованих можливостей і реалій наявної ситуації, за якого неупередженість суб'єкта надає йому змогу бути готовим «прочитати особисте послання» у наявних життєвих умовах. Виведено, що саморефлексія дає змогу особистості визначити реалістичну «версією самої себе» в результаті певного прожитого досвіду, тому функція саморефлексії є моніторинговою.*

**Ключові слова:** *саморефлексія, особистісне самоздійснення, психологічні ресурси, реалістичність власного Я, внутрішня робота над собою.*

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