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PECULIARITIES OF BEHAVIOUR SELF-REGULATION IN STUDENTS WHO COMBINE STUDY AND WORK

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Abstract
The aim is to present the study results of features of individual behaviour self-regulation among the students who combine study and work. *Methods.* Theoretical – analysis, comparison, systematization and generalization of scientific literature on the problem researched; empirical – surveys and psychodiagnostic methods, such sociodemographic characteristics as gender, age, education, year and form of study at the university, employment, marital status, presence of children, sibling position, income level, etc. were also taken into account. *Results.* It has been established that there are some divergences in the level of self-regulation among both employed and unemployed students, manifested, in particular, in such indicators as flexibility of behavior and activity as well as decision-making ability. Employed students have a better-manifested striving for planning their own activity, tend to be more independent, flexible, and organized in their academic and labor activity. They are characterized by a higher level of self-acceptance and goal-setting capacity. It has been established that with growing self-regulation, students' satisfaction with their life and relations with other people goes up, efficiency of planning and organization of own activity and flexibility in behavior improves. *Conclusions*. Self-regulation is a specific form of human interaction with the surrounding world, a means of consciously setting tasks, mobilizing mental and physical potentials to achieve defined goals. The self-regulation indicator of students' behavior measured in the work involves studying the processes of planning, modeling, programming one's behavior and activities, evaluating its results, as well as its flexibility and independence, which, in turn, can lead to more effective activities and the ability to solve various kinds of problems tasks that arise in everyday activities, increasing its success. Undoubtedly, self-regulation is an important element in the process of setting and achieving goals, contributes to achieving success in all types of activities in the course of a person's life. Self-regulatory skills are important in building relationships and solving life tasks, they are especially important in educational activities.
Keywords: self-regulation, students, education, employment, working students, self-management, the subjective well-being of students.

Introduction

The issues of economic status and financial provision of students have always been extremely relevant, and in modern conditions in Ukraine they are becoming of particular importance. That is because more and more Ukrainian students start looking for a job or additional earnings. In their turn, the place, nature and regularity of work may have a different effect on academic performance and studies in general, thus requiring from the student to redistribute and intensify their load. Due to this, of special relevance becomes the research of the personality of an employed student. In our opinion, the analysis of personal characteristics of such student may be performed efficiently from the point of analyzing his/her capacity for conscious self-regulation of behavior. This capacity is particularly important for students since it reveals the regulatory and psychological mechanisms that ensure disclosure of prospective capacity of the individual to work, stimulate their internal and external activity, professional self-fulfillment.

The aim is to present the study results of the features of individual behaviour self-regulation among the students who combine study and work.

Self-regulation is a mental mechanism for optimizing the human condition (Балашов, 2017). Self-regulation of behavior and activity is understood as a system-organized process of internal mental activity of a person for the initiation, construction, implementation, maintenance and management of all types and forms of activity aimed at achieving the goals adopted by the subject (Моросанова, 2021). From this point of view, V. Morosanova develops provisions about the individual and stylistic features of conscious self-regulation of voluntary human activity, which are manifested in specific functions of the integral regulatory process: planning, modeling, programming, evaluation of results and correction (Моросанова, 2021). These features of regulating one's own behavior and activity are extremely important in the process of educational activity, especially when combining learning and work in order to increase the efficiency of these two processes.

The study of the problem of self-regulation in the context of students' educational activities is confirmed by the researches of Ukrainian scientists: the psychological content of self-regulation (Кириченко, 2017), the Forming mechanisms of students' self-regulation (Тетерук, 2006), the peculiarities of student self-regulation (Партико, 2012; Нещерет, 2017), self-regulation as a component of professional training (Гринців, 2014; Вірна, 2003; Фурс, 2019), academic self-regulation (Фоменко & Кузнецов, 2014).

Student employment is a common phenomenon in many countries of the world (Neyt, Omey, Verhaest & Baert, 2019) and, as research shows, this has an impact on the personality of such students (Steinberg & Dornbusch, 1991) in particular, on self-regulatory functions. In the study of Faye C. Huie, Adam Winsler & Anastasia Kitsantas (2014) it was established that the employability of students is related to their academic performance and self-regulation, in particular working students who were able to maintain a high GPA had stronger time management skills and effort regulation compared to working students receiving lower grades. At the same time, students who work have a more positive attitude to changes and innovations, adapt more easily to stressful conditions and are more motivated to study and work (Schunk & Ertmer, 2000). Despite this, student employment may be associated with emotional burnout, difficulties in planning and organizing one's own behavior, time management, etc. (Teslenko & Judina, 2018). Therefore, the question of how working students maintain a sense of well-being while managing work, study, and personal-life. That is, the features of self-regulation of the behavior of employed students in Ukraine are still not sufficiently researched, which has a high practical potential for the development of strategies to optimize their own activities by such students.

Research methods

Research of students' self-regulation. To investigate the peculiarities of individual self-regulation of behavior and activity, a study was conducted with the participation of 199 students aged 18 to 24 (M=18.8 years of age). The research was carried out in Ukraine, from October to December, 2021. The choice of psycho-diagnostic methodologies has been caused by the objectives of the work: to study and analyze the peculiarities of students' self-regulation who combine day-time studies and work.

The questionnaire "Behaviour Self-Regulation Style" by V. Morosanova has been used to identify different aspects of individual self-regulation. Self-management capacity indicators were measured using the questionnaire "Self-Management Capacity" by N. Peysakhov. Since self-regulation is related to other peculiarities of the personality, in particular, the feeling of subjective well-being, stress resistance, the questionnaire "Psychological Well-Being Scales" by K. Ryff has also been used, in the adjusted version by T. Shevelienkova and P. Fesenko as well as the "Personality Stress Resistance Measurement Test" (N. Kirsheva, N. Riabchykova) that enables to identify the level of stress resistance. Also, such socio-demographic characteristics as sex, age, education, year and form of university studies, employment, family status, availability of children, sibling position, level of income, etc. were taken into account.

Results and discussions

After receiving the research results, their statistical processing was carried out. At the beginning, with the help of Student's t-test, a comparison of psychological characteristics (arithmetic mean values) obtained in two subgroups of students was made: those who combine study and work and the students who are only studying and not yet working, and thus the differences in average indicators of self-regulation of behavior were identified. Such a comparison of the average indicators of the selected scale of self-regulation of behavior showed that those students who combine day-time studies and work show a higher level of self-regulation (M=30.95; SD=0.56) than the students who just study and do not work (M=27.80; SD=0.56) (Fig. 1).

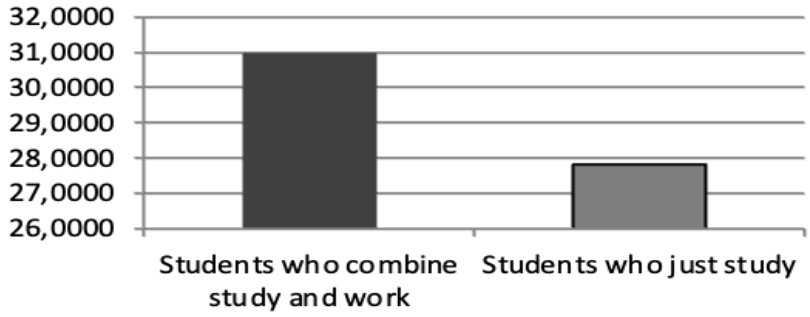

Fig. 1. Percentage correlation of self-regulation level of the students who combine study and work and those who just study

The percentage comparison of students' self-regulation levels gives grounds to state assert that those students who combine study and work are more independent, flexible and more adequately react to changing environmental conditions, tend to more clearly and consciously set their objectives and achieve them than the students who are not employed yet. It may be assumed that the students who are also active beyond the academic milieu find it easier and are quicker at mastering new types of activity, more self-confident and, thus, feel more comfortable in uncertain situations.

The total group of those under study was split into two subgroups, depending on availability of employment in extracurricular time, and comparative analysis was made (Student's t-test). The results obtained on the basis of statistical data comparison testify to the fact that the researched groups

differ in the following self-regulation and subjective well-being indicators: flexibility (p=0.032), decision-making (p=0.047), autonomy (p=0.018), life goals (p=0.017), self-acceptance (p=0.041).

All these figures are higher in the group of students who combine studies and work. It may be assumed that students who work at the same time are more flexible, find it easier to adapt to new conditions, set more realistic goals and have well-realized plans for attaining their own objectives.

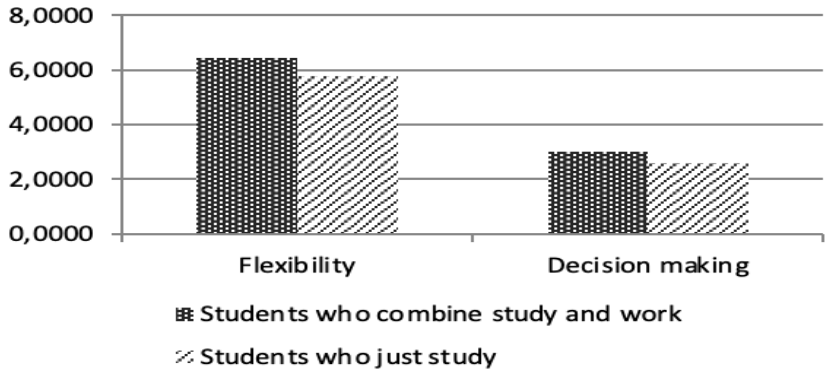

Fig. 2. Comparison of the indicators of self-regulation among the students who combine study and work and unemployed students

Higher level of flexibility of employed students may testify to their better capacity to rebuild, introduce adjustments into the system of self-regulation when external and internal conditions change. Students who find time besides studies for professional work can easily change the developed programs of actions and behavior due to a better capacity to quickly assess the change in significant conditions and, therefore, they find it easier to re-adjust their own program of actions. Such flexibility in the self-regulation process enables them to more adequately respond to quick change of events and solve the tasks in unstable situations more successfully. Probably, that is related to availability of the experience of professional work. Also, the students of this group under study are more confident in their decision-making, that is they find it easier to move over directly from the action plan to bringing the necessary decisions into life and do this quicker if compared to unemployed students (Fig. 2). Unemployed students can feel less confident under changing circumstances and change their behavior and activities not so quickly and timely in uncertain situations. Also, differences between students of different groups under study were established by such indicators of subjective well-being as autonomy, goals of life and self-acceptance (Fig. 3).

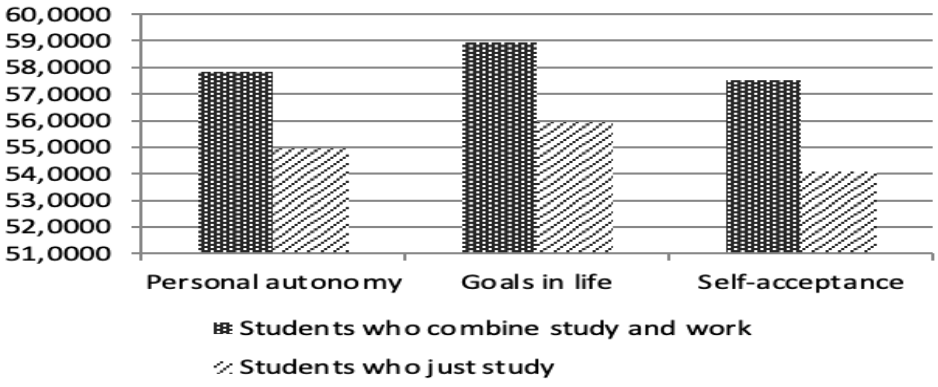

Fig. 3. Comparison of the indicators of subjective well-being of the students combining studies and work and unemployed students

Students who work tend to feel more independent than unemployed students, more capable to oppose the opinion of others, to independently regulate their own behavior and actions. That may also

well be related to higher financial independence coming as the result of independent financial provision. Also, employed students are characterized by a higher level of the sense of direction in their own life than the students who are not employed. Their goals are more realistic, based on their own beliefs and ensure certain direction of activity. While unemployed students are characterized by a lower level of realization of prospects and beliefs that would help organize their own life activities around self-set tasks.

Besides that, employed students treat themselves more positively. They are characterized by a higher level of self-acceptance. They know themselves better and accept different sides of their own personality, both good and bad aspects. At the same time, unemployed students may be somewhat dissatisfied with certain qualities of theirs and strive for self-perfection and personal growth.

Thus, the analysis of the differences in self-regulation and subjective well-being of employed and unemployed students gives grounds to state that students combining studies and work have a higher level of self-regulation. It can be generalized that employed students are characterized by a higher self-regulation level of behavior and activity than the students who do not work as yet. Employed students are more flexible in their behavior and more prone to independent decision-making since they have more realistic ideas about the objectives current and distant in time, are more autonomous and have a higher level of self-acceptance. Perhaps this is due to the fact that they have professional employment experience, the situation when they have to perform not only academic tasks, but professional ones as well.

The indicator of students' self-regulation measured within the study, points to the development of the processes of planning, modeling, programming of their behavior and activity, assessment of its results as well as flexibility and independence, which, in their turn, may lead to more efficient activity and capacity to solve different sorts of tasks appearing in daily activity, improving their performance.

In addition, self-regulation of behavior should be considered from the standpoint that it is always a complex phenomenon – a process of interaction of mental and functional states. On the one hand, it integrates personal variables of different levels, and on the other hand, it mediates the influence on the activity of personal variables that perform different functional roles in the holistic process of regulating a person's voluntary activity. Therefore, for the study of self-regulation, it is important to take into account the psychological characteristics of the individual.

To confirm the relationship between the indicator of self-regulation of behavior and activity with other personal characteristics, correlation analysis of data according to Spearman was used, relationships with a significance level of $p<0.05$ were taken into account. When self-regulation and overall satisfaction with life grow, as well as the efficiency of planning and organization of own activity, flexibility in behavior also improves. This is proven by the identified correlation between the self-regulation scale and the psychological well-being indicator ($r=0.37$). Also, self-regulation is related to the capacity to analyze contradictions in different situations ($r=0.37$), predict ($r=0.24$), set goals ($r=0.30$), plan ($r=0.33$), assess the quality of own activity ($r=0.35$), ability to pass decisions ($r=0.44$), ability to exercise self-control ($r=0.28$), ability to adjust own behavior ($r=0.27$), self-management capacity ($r=0.51$). The identified ties point to the trend of growing purposeful management of one's own forms of activity, in particular, communication, behavior, activity, experiences by students who have a well-developed individual system of conscious self-regulation of arbitrary activity. The higher the level of self-regulation, the higher the level of ability to develop clear plans of one's own activity.

A person's desire for psychological well-being and positive functioning constitutes one of the driving forces of personality development, while positive emotions related to one's life being full and purposeful constitutes an important pre-condition for being satisfied with it. The performed study identified that growing self-regulation leads to increased psychological well-being. Thus, the scales

of positive relationship with other people (r=0.23), autonomy (r=0.21), ability to manage the environment (r=0.36), personal growth (r=0.29), life goals (r=0.40), self-acceptance (r=0.24) are related to self-regulation. That means that growing satisfaction with the overall quality of one's life is related to self-regulation growth. It can be assumed that when independence, flexibility and ability to adequately adjust one's behavior increases, the ability to build clear life goals and plans also improves, clear interests and their realization are shaped, an individual strives for self-development and personal growth, is capable of building a clear personal development plan and, as a result, is more satisfied with his or her own life in general.

Thus, the correlation analysis in the total group under study gives reason to assert that satisfaction with one's life, a positive attitude towards oneself, self-acceptance, and the desire for personal growth during the student period of life are related to the ability to set goals and to build clear plans for their achievement, stable personal interests that enable a person to achieve the goal set, ability to flexibly respond to changing external circumstances and adjust one's behavior to these changes.

Correlation analysis was separately made in two subgroups in order to identify special features of self-regulation of employed students – in the group of employed students and that of the students who study and do not work.

Let us analyze the relationship between the studied indicators using the self-regulation scale. The growth in self-regulation of both employed students and the students who do not work is related to the ability to quickly and efficiently get oriented in the new and rapidly changing situations, make analysis of the past and own experience and, based on it, develop forecasts-predictions concerning the future events, plan the goals and means of achieving them, as well as to develop the sequence of their achieving, compile a system of criteria for assessing the efficiency of the task performed, make self-analysis in the course of one's own activity and exercise self-control over the activity performed.

Table 1

Correlations between self-regulation and indicators of self-management and psychological well-being of students (p≤0.05)[1]

	Employed students	**Unemployed students**
Scales	*Factors of correlation with the "Self-Regulation" scale*	
Education	-0.29	0.11
Analysis of contradictions	0.30	0.41
Forecasting	0.30	0.21
Planning	0.46	0.30
Goal-setting	0.23	0.35
Quality assessment criteria	0.43	0.36
Decision-making	0.38	0.43
Self-control	0.32	0.29
Adjustment	0.13	0.33
Self-management	0.53	0.52
Positive relationship	0.35	0.20
Autonomy	0.25	0.13
Management of the environment	0.45	0.31
Personal growth	0.31	0.25
Goals in life	0.58	0.29
Self-acceptance	0.24	0.20
Psychological well-being	0.47	0.29

[1] statistically significant correlation factors are marked grey in the table

As we can see from the results obtained, self-regulation of students in the two groups under study is related to the process of purposeful impact on oneself, one's own personality for the sake of achievement of the goal set and implementation of plans.

Also, students' self-regulation is related to experiencing subjective well-being, in particular, to such indicators as striving for personal growth, goal-setting in life and ability to manage the environment. It may be assumed that students who flexibly and adequately respond to changes in situations are prone to more realistically set their own goals, efficiently use opportunities appearing in their lives and strive for self-fulfillment.

Special features of self-regulation relationship in the group of employed students are connected with the indicator of positive relationship with others (r=0.35), autonomy (r=0.25), self-acceptance (r=0.24). This means that employed students are able to manage their behavior because of positive self-image, knowledge and acceptance of different aspects of their own personalities, including both good and bad qualities, positive treatment of their own past, independence in regulation of their behavior and activity, and, at the same time, ability to establish good relationship with other people, ability to take care of others and to make mutual allowances if this is necessary to preserve good relationship. It is also of interest that in this group of students under study self-regulation shows a reverse correlation with the level of education (r=-0.29), so it may be assumed that employed students are more prone to ensure more conscious planning, control and implementation of their goals and plans due to availability of the experience of performing professional duties, regardless of the acquired education.

Peculiarities of the relationships of self-regulation in the group of unemployed students are the relationship with goal setting (r=0.35) and behavior correction (r=0.33). Such results indicate the students' active planning of their own future, the desire to make a forecast of their own development and define professional goals, imagine the results of current activity and plan the future following the best possible scenario, as well as the active development of their own self-management system.

Thus, the conducted correlation data analysis gives grounds to state that:

1. Self-regulation of students is related to the efficiency of planning and organization of their own activity, behavior flexibility.
2. Satisfaction with one's own life grows when self-regulation grows.
3. Behavior and activity self-regulation of employed students is related to positive self-image, independence and ability to establish good relationship with other people.
4. Self-regulation of unemployed students is related to the processes of developing the system of values, own goals and strategies for achieving them.

To determine the structure of students' self-regulation, a multivariate analysis using the method of principal components (Varimax axis rotation) was used for the two research groups. The figures of self-regulation, self-management and psychological well-being were subjected to factor analysis.

Thus, factor analysis in the studied group of employed students accounts for 56.93% of the total dispersion of factors, and 6 factors were outlined in the course of the analysis.

The first factor included such indicators as planning (0.685), programming (0.723), result assessment (0.559), self-regulation (0.729), forecasting (0.597), goal-setting (0.556), quality assessment criteria (0.591), decision-making (0.534), self-management (0.815), goals in life (0.567). The factor was called "Self-Regulation", and it accounts for 22.25% of the total data dispersion. Merging of those indicators into one factor confirms the connection between self-regulation of the behavior and activity of employed students and their self-management ability as well as availability of stable realized life goals.

The second factor of "Self-Control" describes 10.03% of data dispersion and includes such indicators as self-control (0.527), financial independence (0.537), work experience (0.697). The results obtained for this factor give reasons to claim that employed students who are characterized by financial independence from their parents and other family members, with more substantial work experience are more inclined to make conscious analysis of the activity process and exercise self-control in the process of achieving goal and completing tasks.

The third factor, which describes 7.85% of the total data dispersion was entitled "Autonomy" since it included such scales as good living conditions (0.616), material status (0.564), autonomy (0.579). This means that employed students show some connection between independence and capacity to ensure comfortable material status and favorable living conditions.

The fourth factor "Sibling Position", includes the indicators of birth order, as well as behavior adjustment (-0.504), and this factor accounts for 6.67% of data dispersion. It may be assumed that availability of younger brothers and sisters of employed students is related to their ability to adjust their behavior to the situation.

The fifth factor "Place of Residence", accounting for 5.28% of the total data dispersion, includes the indicators of the place of birth (0.805), the place where childhood was spent (0.859), current place of residence (0.540), as well as behavior modeling indicator (0.580). That is, birth and residence in a city are related to the ability to assess significant conditions for goal attainment in employed students.

The sixth factor accounts for 4.82% of the total dispersion of the obtained data and was called "Psychological Well-Being". It includes the indicators of positive relationship with others (0.709), environment management (0.747), personal growth (0.777), life goals (0.634), self-acceptance (0.833), psychological well-being (0.866). All the indicators within this factor point to the overall subjective satisfaction with life in general. This factor suggests the importance of harmonious attitude towards oneself and positive relationships with others for a prosperous life.

A factor analysis was also conducted in the group of unemployed students. In that case six factors accounting for 56.05% of data dispersion were pointed out following the scree plot method.

Students show connection between the ability to think over and plan their own activities and effective purposeful self-management. This is suggested by the results of the factor analysis as well as the correlation analysis described above. Thus, the first factor "Self-Regulation", accounting for 23.78% of the total data dispersion, includes the indicators of programming (0.715), assessing the results of activity (0.687), self-regulation (0.638), analysis of contradictions (0.619), goal setting (0.643), planning (0.637), assessment of the quality of behavior (0.615), decision-making (0.549), self-control (0.514), self-management (0.885).

The second factor within the "Planning" group includes such indicators as financial independence (0.823) and other social and demographic indicators as well as the planning scale (0.729), and this factor accounts for 8.26% of data dispersion. This shows that the ability to build realistic plans, independently set goals and put them in hierarchical order is related to financial independence of students.

The third factor "Psychological Well-Being", that accounts for 7.85% of data dispersion, includes, with positive figures, such indicators as positive relationship with others (0.579), autonomy (0.722), management of the environment (0.667), personal growth (0.636), life goals (0.558), self-acceptance (0.712), psychological well-being (0.823) as well as the indicator of flexibility of behavior and activity (0.662). This means that plasticity of regulatory processes among unemployed students is related to the overall experiencing of subjective well-being.

The fourth factor "Social Characteristics" accounts for 6.32% of the total data dispersion and

includes social and demographic characteristics of the people under study, in particular, places of birth and residence (from 0.892 to 0.841). It is worth noting that this factor does not include the indicators of self-regulation, unlike factor analysis in the group of employed students, so we can assume that the place of residence demonstrates a weaker connection with self-regulation indicators in the group of students who are not employed.

The fifth factor "Sibling Position", which accounts for 5.68% of data dispersion, unites the indicators of the birth order and availability of siblings (from -0.569 to 0.940). This factor indicates the importance of relationship between brothers/sisters in the family.

The sixth factor "Stress Resistance" accounts for 4.15% of data dispersion and includes such figures as stress resistance (-0.561), living conditions (0.610), health condition (0.588), material status (0.616). This means that financial difficulties of unemployed Ukrainian students are related to their stress resistance.

Thus, the results obtained have enabled to describe the level of fullness of the students' self-regulation components. The factors outlined give grounds to state that self-regulation of both employed and unemployed students is related to self-management of behavior and activity, ability to consciously set goals and elaborate the strategy for their attainment, positive relationship with other people.

An interesting difference between the factor structures of employed and unemployed students is that self-control and autonomy are distinguished in the former, with a significant factor load, and planning in the latter. Accordingly, we can assume that employed students are more independent in their actions, in fact, they are people of action, and not employed students plan and model for a long time, but they cannot self-organize to an activity. The conducted research does not cover all aspects of the researched topic. We see the prospects for further research in this direction in the development and approval of the program for the formation of student self-regulation mechanisms, which combine educational activities and work and the study, analysis and justification of the factors of professional self-regulation of students.

Conclusions

The analysis and generalization of the current theoretical approaches to the self-regulation issue have enabled to determine that self-regulation is a specific form of human interaction with the environment, a means of conscious goal setting, mobilization of mental and physical capacities for the sake of attainment of the goals set. Self-regulation is a special mental mechanism for optimizing human condition. Such understanding of the concept is found in the practical branches of psychology within which specific self-influence techniques are being actively developed.

The conducted statistical analysis has enabled to draw conclusions concerning some special features of the self-regulation of employed students. Divergences between employed and unemployed students' self-regulation have been established. Students combining study and work are distinguished for a higher level of self-regulation, more developed goal planning and result programming processes, they are prone to get ready for different event scenarios methodically and respond to changing circumstances in a more flexible way as compared to students who do not work but just study. Employed students are also more flexible in their activity, that is they find it easier to switch from one type of activity to another, it is easier for them to combine study and work, they are more eager for changes and find it more difficult to tolerate monotony and routine life. When making a decision they are more independent and require less support from other people in the form of advice and approval, they show more initiative and courage in choosing the line of their behavior. Besides that, employed students are characterized by higher figures in terms of personal autonomy, self-perception

and availability of goals in life, which contributes to a more positive self-image and pointing to the availability of conscious prospects and values that constitute the sense of life.

The results of correlation and factor analysis point to the fact that self-regulation of both employed and unemployed students is related to planning of own life prospects, outlining of the core goals, absence of excessive doubts in the process of achieving these goals, as well as psychological well-being, i.e., general satisfaction with one's life. Self-regulation of employed students is related to the overall clarity of plans and ability to organize their own lives independently and in accordance with their own interests. At the same time, self-regulation of unemployed students is related to the processes of choosing the general strategy of life and building the prospects for own development.

Further research on the topic may be dedicated to tracing special features of self-regulation that may be considered as the resource of increasing the results of activity, not just in a specific learning situation, but while combining studies and labor activity.

We see the prospects for further research in the development and approval of the program for the formation of students' self-regulation mechanisms, which combine educational activities and work, also the study, analysis and justification of the factors of professional self-regulation of students.

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ОСОБЛИВОСТІ САМОРЕГУЛЯЦІЇ ПОВЕДІНКИ СТУДЕНТІВ, ЯКІ ПОЄДНУЮТЬ НАВЧАННЯ ТА РОБОТУ

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Анотація
Мета – презентувати результати дослідження особливостей індивідуальної саморегуляції поведінки студентів, які поєднують навчання та роботу. *Методи.* За допомогою персональних анкет було опитано 199 українських студентів. Для аналізу отриманих результатів використовувались методи статистичної обробки даних. *Результати.* Встановлено, що існують відмінності у рівні саморегуляції працевлаштованих та не працевлаштованих студентів, зокрема у таких її показниках як гнучкість поведінки та діяльності, а також вмінні приймати рішення. Працевлаштовані студенти мають більш виражене прагнення до планування власної діяльності, є більш самостійними, гнучкими та організованими у навчальній та трудовій діяльності. У них вищий рівень самоприйняття та вміння висувати цілі. Виявлено, що у студентів із зростанням саморегуляції зростає і задоволеність власним життям та стосунками із іншими людьми, підвищується ефективність планування і організації власної діяльності. Встановлено, що чим вищим є рівень саморегуляції поведінки студента тим вищий рівень здатності до побудови чітких планів власної діяльності. *Висновки.* Саморегуляція є специфічною формою взаємодії людини з навколишнім середовищем, засіб свідомої постановки завдань, мобілізації психічних та фізичних потенцій для досягнення визначених цілей. Вимірюваний у описаному дослідженні показник саморегуляції поведінки студентів передбачає вивчення процесів планування, моделювання, програмування своєї поведінки та діяльності, оцінки її результатів, а також її гнучкості та самостійності, що, в свою чергу, може приводити до більш ефективної діяльності та здатності до вирішення різного роду завдань, які виникають у повсякденній діяльності, підвищуючи її успішність. Беззаперечно, саморегуляція виступає важливим елементом у процесі постановки та досягнення цілей, сприяє досягненню успіху в усіх видах діяльності у процесі життя людини. Саморегулятивні навички є важливими у побудові взаємостосунків та вирішенні життєвих завдань, особливого значення вони набувають при навчальній діяльності. Сьогодні все більше студентів в Україні, і в інших країнах світу, поєднують навчання та роботу задля покращення власного матеріального становища. Тому дослідження особливостей саморегулятивного процесу працевлаштованих студентів має перспективне практичне значення задля оптимізації стратегій покращення ефективності власної поведінки та діяльності в процесі здобуття освіти.
Ключові слова: саморегуляція, студенти, освіта, працевлаштування, працюючі студенти.

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