

## МЕДІАДОСЛІДЖЕННЯ

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### THE ROLE OF SENSE OF LIFE ORIENTATIONS IN THE FORMATION OF EXISTENTIAL FULFILLMENT OF STUDENT-JOURNALISTS

**Olha Kvasnytsia**

*Department of Foreign Press and Information  
Ivan Franko National University of Lviv,  
Universytetska 1, 79000, Lviv, Ukraine  
e-mail: [olha.kvasnytsia@lnu.edu.ua](mailto:olha.kvasnytsia@lnu.edu.ua)  
<https://orcid.org/0000-0001-5364-5046>*

**Iryna Sniadanko**

*Department of Theoretical and Applied Psychology  
Lviv Polytechnic National University  
Bandery 12, 79005, Lviv, Ukraine  
e-mail: [iryna.i.sniadanko@lpnu.ua](mailto:iryna.i.sniadanko@lpnu.ua)  
<https://orcid.org/0000-0003-4245-1443>*

**Khrystyna Verbytska**

*Department of Foreign Languages and Culture of Professional Speech  
Lviv State University of Internal Affairs  
Horodotska 26, 79000, Lviv, Ukraine  
&*

*Department of Journalism and Mass Communication  
Lviv Polytechnic National University  
Bandery 12, 79005, Lviv, Ukraine  
e-mail: [khrystynav1004@gmail.com](mailto:khrystynav1004@gmail.com)  
<https://orcid.org/0000-0002-7951-0964>*

*Aim.* The purpose of the article is to analyse the relationship between the level of existential fulfillment, sense-of-life and value orientations of students majoring in “Journalism”. The results of the study will contribute to the psychological preparation of students majoring in journalism for future professional activities. The article is based on the analysis of the relationship between the level of existential fulfillment, sense-of-life and value orientations of students majoring in

“Journalism”. The article reveals the content and significance of existential fulfillment, sense-of-life and value orientations in the preparation of students majoring in “Journalism” for future professional activities.

*Methods.* Theoretical (analysis of the problem on the basis of psychological and philosophical literature); empirical (fact-finding experiment, testing, survey); methods of mathematical statistics (correlation, cluster, comparative analyses). The following research methods were used: The Existence Scale (A. Lengle, K. Orgler); methodology “The Sense-of-Life Orientations” (SLO) (D. Leontief); methodology “The Diagnostics of Personality Orientation” (B. Bass); methodology “Value Orientations” (M. Rokych). Mathematical data processing and graphical presentation of the results were carried out using the computer package of statistical programs Statistica8.0.

*Results.* The training of students majoring in “Journalism” in higher education institutions in the context of war requires the creation of basic psychological and ethical training for future journalism professionals. The results of the study of students’ sense of life and value orientations, their level of existential fulfillment will contribute to the practical content of the course of journalistic ethics, psychology for journalists, etc.

*Conclusion.* The level of existential fulfillment of students and their system of values plays an important role in preparing them for their future professional activities. A high level of existential fulfillment of students contributes to their greater involvement in professional training, motivation to study, and the formation of their professional identity.

*Cognitive value.* The article deals with the role of existential fulfillment of the individual and its importance in the formation of the emotional and value sphere of activity, motivation to realise personal potential and life in general. The role of existential fulfillment and value orientations in the professional development of students majoring in “Journalism” is revealed.

*Keywords:* existence, existential fulfillment, personality orientation, values, sense-of-life orientations, professional activity, personality, journalism, student.

## INTRODUCTION

The formation of youth value orientations and the factors that influence it are studied by scientists from various fields – pedagogy, psychology, psychiatry and others from around the world, in particular: a review of the theory and methodology of forming value orientations of adolescents and young people was made by Moldovan scientist D. Antoci (Antoci, 2022); Canadian researchers studied Meaning in Life, Future Orientation and Support for Violent Radicalisation Among College Students During the COVID-19 Pandemic (Miconi et al, 2022), Life Orientation as experienced by learners – by a researcher from South Africa (Jacobs, 2011), the correlation of values and self-life orientations of students with pedagogical technologies of educational activities was analysed by Belarusian scientists (Andryewskaja et al, 2020), sense-of-life orientations as factors of self-realisation of students of integrated groups – by Ukrainian scientists (Danyliuk et al, 2020).

*Methods.* The study used a number of methods, including theoretical (analysis of the problem based on psychological and philosophical literature), empirical (a fact-finding experiment, testing, surveys), and mathematical statistics (correlation, cluster, and comparative analyses). In addition, the following methods were used: The Existence Scale (A. Lengle, K. Orgler); “The Sensory-Life Orientations” (SLO) methodology (D. Leontief); “The Diagnostic of Personality Orientation” methodology (B. Bass); “The Value Orientations” methodology (M. Rokych). Mathematical data processing and

graphical presentation of the results were carried out using the computer package of statistical programs Statistica8.0.

The study was conducted at the Faculty of Journalism of Ivan Franko National University of Lviv and the Department of Journalism and Mass Communication of Lviv Polytechnic National University. The study involved 160 third- and fourth-year journalism students aged 19-24.

#### THEORETICAL FOUNDATIONS OF THE STUDY

The study of the content of the concept of existential fulfillment of the individual is based on the main provisions of the theory of logotherapy and existential analysis by W. Frankl (Frankl, 1997; 2016), existential-analytical theory of personality by A. Langle (Langle, 2009), the results of empirical studies of existential fulfillment of the individual by T. Partyko (Partyko, 2011; 2019), O. Vlasova (Vlasova, 2014), I. Halian (Halian, 2016), etc, the provisions of theoretical studies of the meaning of life (A. Adler, 2011), A. Maslow, (2003), K. Rodgers (2016), D. Leontiev (2000) and sense-life orientations in the structure of personality (P. Ebersole, 2016). Ebersole (2001), K. Taikhryb (2015), D. Roshchyn (2010), H. Dmyterko-Karabyn (2004), O. Hriniova (2013), etc.)

Based on the analysis, we can conclude that existential fulfillment is the experience of a person's deep inner agreement with what is in his or her life or with what he or she has done in the past, the experience of correspondence with his or her own essence. In other words, the experience of existential fulfillment describes not so much how a person actually lives, but how he or she believes that he or she lives. As one of the researchers (Frankl, 2016) notes, the higher the level of existential fulfillment of a person, the more a person becomes able to live his or her life to the fullest and devote himself or herself to the world.

The study of the problem of existential fulfillment of the individual finds its continuation in the existential-analytical theory of A. Langle (2009). According to the author, existential fulfillment gives a person a sense of connection with life and manifests itself as a deep experience of coherence in relation to the actual conditions of existence, values that a person lives, to oneself and the Other, who is not like the person, to the future and the meaning of life. According to A. Langle (2003), an existentially fulfilling life involves personal activity, which is realised in one's four fundamental motivations: acceptance of reality and the ability to withstand it; open focus on values and relationships; respect and justice in relation to oneself, one's own unique nature, and other people; and coherence with the meaning of life. All other types of human motivation are formed from these fundamental motivations. Thus, a person independently contributes to the fulfillment of his or her existence if he or she pays attention and realises what the current situation requires of him or her and does what he or she considers most adequate in these conditions, rather than waiting for "ideal" conditions (Vlasova et al., 2014). The indicator of existential fulfillment is also related to the resilience of the individual. Subjects with a higher level of existential fulfillment have a higher level of overall resilience, as well as its individual components – involvement (the belief that active involvement in environmental events makes it possible to find something meaningful and interesting for oneself), control (the belief that by making one's own efforts, one can achieve the desired result), and risk taking (the belief that all events in life – both positive and negative – contribute to human development, because the experience is full of knowledge).

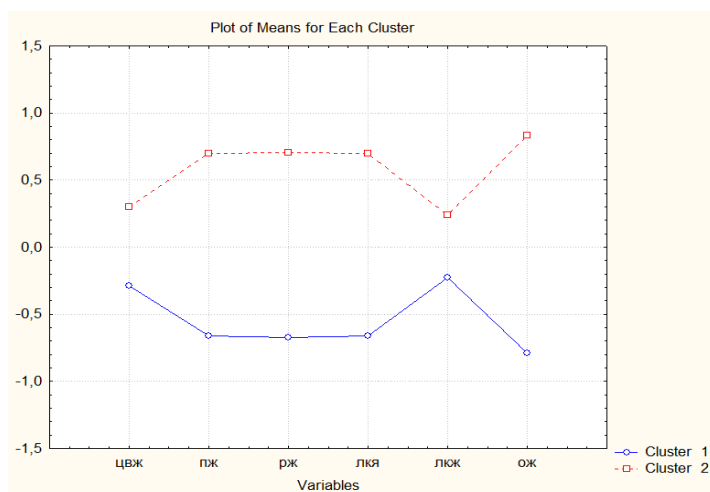
Under the concept of sense-life orientations, we understand a dynamic component of the meaning sphere of a personality that integrates various components of its sense-life constructs – cognitive, emotional, and behavioural. A person's sense-life orientations are studied in the context of the meaning of life. A. Adler (Bilous at al., 2016) defines the sense of life as a person's concept of a goal or ideal, which is necessary for achieving everything that is possible in his or her current life situation, for overcoming the shortcomings and difficulties of the present life through the awareness of a specific goal in the future life. The search for the sense of life is an important factor in the personal development of each person. According to A. Maslou (2003), the sense of life of a mentally healthy person who strives for self-actualisation is based on values that can be shared by many people (values of goodness, beauty, truth, etc.). For K. Rodgers (2016), the sense of human life is finding an answer to the question of who one really is. Having answered this question, a person can become himself or herself. According to D. Leontiev (2000), the sense of life is a relationship that connects a person's objective life relations, the subject content of his or her consciousness, the subject and structure of his or her activity.

Scientific research demonstrates (Vlasova et al, 2014; Halian, 2016) that the experience of existential fulfillment is interrelated with the sense of psychological well-being of the individual, which includes: positive relationships with others, autonomy, a sense of competence in organising the environment to achieve the goals, the experience of personal growth, the presence of meaningful goals for the future, positive self-attitude and self-acceptance. Studies of students' sense of life orientations (Kharchenko, 2016) show that there is a correlation between students' sense of life orientations and their professional orientation. Students with a high level of professional orientation are characterised by a greater meaningfulness of life, tend to set meaningful goals for the future that guide their lives, perceive the process of their lives as emotionally rich, and feel able to influence events in their lives. In particular, I. Shtuchenko (2014) points out the existence of a relationship between students' sense of life and career orientations. Students with pronounced career orientations towards professional competence have the highest level of sense-of-life orientations. The research of Yu. Yashchyshyn and Ye. Myronenko (2017) found that students with a higher level of general meaningfulness of life and with more pronounced individual sense-of-life orientations show emotional stability and conscientiousness, they are bold in social contacts, communicable, sociable, and easily establish acquaintances with new people. This is also confirmed by the study of Kh. Dmytrenko-Karabyn (Dmytrenko-Karabyn, 2017): students' experience of meaningfulness of life is directly related to their satisfaction with their professional choice, positive value and meaningful attitude to their future profession.

Today, when a full-scale war is going on in Ukraine, the study of existential fulfillment of students, in particular students majoring in "Journalism", is very relevant, because the content of their future profession to some extent consists in shaping public opinion, covering current events, working in emergency situations, and generally shaping the information field of the state.

## RESULTS OF THE EMPIRICAL RESEARCH

According to the results of the cluster analysis conducted using the scales of the methodology of sense-of-life orientations, two clusters were identified (Pic. 1).

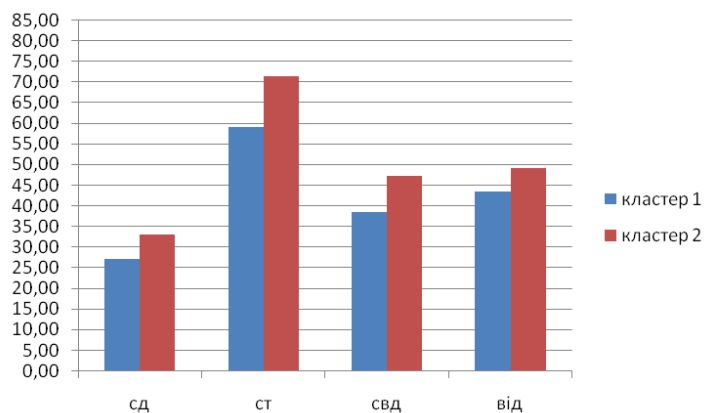


*Pic. 1. Average scores on the scales of sense-of-life orientations in the selected clusters (gl – goals in life, pl – process of life, rl – result of life, lcE – locus of control of the Ego, lcL – locus of control of Life, ml – general level of meaningfulness of life)*

The first cluster included 50.63 % of the subjects, and the second – 49.38 % of the subjects. The first cluster included respondents with lower scores on the scales of sense-of-life orientations (goals in life, process of life, outcome of life, locus of control of the self, locus of control of life) and on the scale of the general level of meaningfulness of life. The second cluster includes respondents with high scores on the scales of sense-of-life orientations and the general level of life meaningfulness.

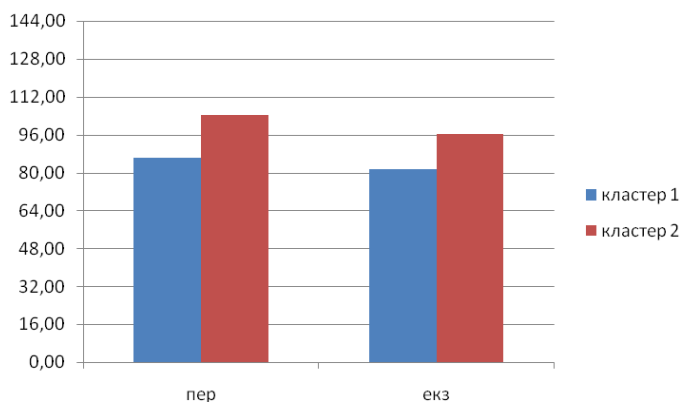
Thus, students-journalists from the first cluster have fewer goals for the future that would make their lives meaningful, instead, they are more focused on the present or on events of their past. Although they are more focused on the present, their satisfaction with the emotional content of their lives is lower than that of students-journalists from the second cluster. And their more pronounced focus on past events is combined with less satisfaction with the effectiveness of the part of their lives they have lived. These students-journalists are characterised by a lower belief in their ability to control the events of their own lives and in the fact that human life can, in principle, be consciously controlled by exercising freedom of choice. These are students-journalists with less pronounced sense-of-life orientations.

Students-journalists from the second cluster set more goals for the future, showing determination to achieve them. They perceive the process of their life as interesting, emotionally rich and full of meaning. These students evaluate the productivity and meaningfulness of the part of their lives they have lived more highly, and are more satisfied with how they have already managed to realise their personal potential at this stage of life. They are more convinced that a person can control his or her life and influence the events in it, and they have a stronger perception of themselves as strong people who have enough freedom of choice to build their lives in accordance with their own goals and their understanding of its sense. These are students-journalists with more pronounced sense-of-life orientations.



*Pic. 2. Average scores on the scales of existential fulfillment in the selected clusters (sd – self-distancing, st – self-transcendence, f – freedom, r – responsibility)*

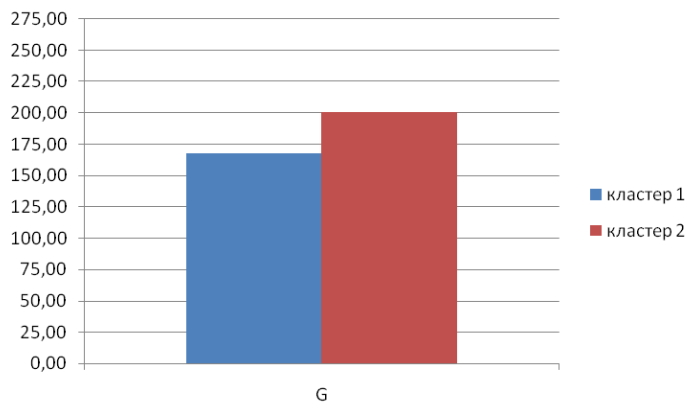
To compare the peculiarities of existential fulfillment of students-journalists with different expressions of sense-of-life orientations, a comparative analysis of the data in the previously identified clusters was carried out using the Student's t-test. As a result, it was found that students-journalists with different expressions of sense-of-life orientations differ from each other in terms of certain indicators of existential fulfillment (self-distancing, self-transcendence, freedom, responsibility), in terms of personal and existential factors, and in terms of the G-indicator (a general indicator of existential fulfillment). Let's elaborate on these differences. Students-journalists with less pronounced sense-of-life orientations (cluster 1) have lower scores on the self-distancing scales ( $M1 = 27.17$ ,  $M2 = 32.97$ ;  $t = -3.95$  at  $p = 0.00$ ), self-transcendence ( $M1 = 59.04$ ,  $M2 = 71.35$ ;  $t = -5.34$  at  $p < 0.001$ ), freedom ( $M1 = 38.41$ ,  $M2 = 47.20$ ;  $t = -4.83$  at  $p < 0.001$ ) and responsibility ( $M1 = 43.48$ ,  $M2 = 49.07$ ;  $t = -3.13$  at  $p < 0.001$ ) than students-journalists with more pronounced sense-of-life orientations (cluster 2) (Pic.2).



*Pic. 3. Average scores on the scales of personality (per) and existence (ex) factors in the selected clusters*

Accordingly, students-journalists with less pronounced sense-of-life orientations (cluster 1) also have lower scores on the scales of personality ( $M1 = 86.34$ ,  $M2 = 104.33$ ;  $t = -5.62$  at  $p < 0.001$ ) and existence ( $M1 = 81.41$ ,  $M2 = 96.17$ ;  $t = -4.63$  at  $p < 0.001$ ) factors than their future colleagues with more pronounced sense-of-life orientations (cluster 2) (Pic. 3).

The scores on the G-indicator scale (a general indicator of existential fulfillment) of students-journalists with less pronounced sense-of-life orientations (cluster 1) are also lower than those of their future colleagues with more pronounced sense-of-life orientations (cluster 2) ( $M1 = 167.75$ ,  $M2 = 200.51$ ;  $t = -5.67$  at  $p < 0.001$ ) (Pic. 4).



*Pic. 4. Average G-indicator scores in the selected clusters*

Student-journalists with more pronounced sense-of-life orientations (cluster 2) are better able to distance themselves from themselves, their desires, intentions, ideas, and experiences when necessary in order to look at themselves and the situation they are in from the outside. They do not react by responding directly to random stimuli, but try to “soberly” assess the given situation in which they are and their capabilities in it. Thanks to their better developed self-distancing skills, these future journalists choose more appropriate ways to achieve their goals, which helps them achieve their goals. Therefore, they are more satisfied with the effectiveness and productivity of their self-realisation, and are more likely to feel able to build their lives the way they want. The future colleagues of these students with less pronounced sense-of-life orientations (cluster 1), on the other hand, have more difficulty in realistically perceiving what is happening to them, thinking clearly and distinctly, and internally freeing themselves from the influence of affect, their beliefs and desires and not getting entangled in them. Since these students are less satisfied with the productivity of the part of their lives they have lived and the effectiveness of their self-realisation in the past, they may try to make up for it, so to speak. Having chosen a socially significant field of future professional activity – journalism – they may tend to study too intensively. And the lack of ability to stop in time, to get out of the flow of everyday activity, can reduce their ability to establish a reflective distance.

Students-journalists with more pronounced sense-of-life orientations (cluster 2) are also more capable of self-transcendence, i.e. free emotionality, which implies the ability to experience intimacy in relation to something or someone, to fully experience the existential value of life in all its events, to experience emotional passion for the values and value bases



of the world around them. The ability to self-transcendence implies the ability to enjoy and receive pleasure, which may be associated with greater satisfaction, enthusiasm of these students-journalists for the process of their life and their emotional involvement in this process. The emotional and value-based attitude to the world gives students-journalists with more pronounced sense-of-life orientations the possibility of “engaged being”, which is associated with a greater overall meaningfulness of their lives.

The lower ability to self-transcendence among students-journalists with less pronounced sense-of-life orientations indicates a certain “emotional poverty” in their relationships with themselves, with other people and with the world around them. Their lives are less filled with feelings and are more functional, and the emotional experiences they have can be perceived as disturbing and confusing. Since these students have less developed the ability to distance themselves from their emotions and feelings in order to make a “sober” and realistic assessment of the situation, they may consciously or unconsciously limit themselves to emotional experiences. It is possible that, although these students have chosen a socially significant, creative profession of journalism, they are not as confident as student-journalists with more pronounced sense-life orientations that this profession corresponds to their inner being. Therefore, studying at a university does not evoke the same strong emotional response in them, they do not emotionally experience the value of this stage of their lives as their future colleagues with more pronounced sense-of-life orientations do.

Student-journalists with more pronounced sense-of-life orientations (cluster 2) are characterised by a greater ability to freely, independently find real opportunities for their actions, hierarchise them according to their value for themselves, and thus make decisive, personally informed decisions. These students believe that they are able to control the course of their lives, to influence events in them, to make decisions about (and implement) actions that will enable them to build the life they see for themselves. On the contrary, student-journalists with less pronounced sense-of-life orientations, when making decisions, are more indecisive, they are more often unsure of their decisions, and have more doubts about them. This may be due to their greater anxiety, their passivity, or their weaker belief that a person’s life as a whole is under their conscious control and that they can change something in their own lives through their decisions and actions.

Future journalists with more pronounced sense-of-life orientations show a greater ability to follow through on personally grounded decisions they make based on their personal values. In this case, they are more obliging: the belief that they are doing the right thing gives them the inspiration to follow through; if they lack such confidence, their strong sense of duty can compensate. On the contrary, student-journalists with less pronounced sense-of-life orientations are more reserved and passive when they have to act consistently to implement their decisions. This may be due to the fact that they are less convinced that their decisions are correct or that they really want to make them.

As a result of their greater ability to self-distancing and self-transcendence, future journalists with more pronounced sense-of-life orientations are characterised by a higher level of cognitive and emotional accessibility to themselves and the world. The lower level of personality of their future colleagues with less pronounced sense-of-life orientations may mean that they do not fully utilise their basic personal abilities. It is possible that these students are not fully confident in the correctness of their professional choices, do not feel sufficiently emotionally involved in the field of journalism, and as a result do not realise

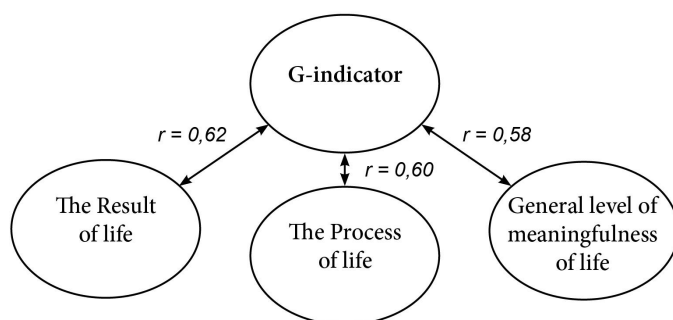


their full potential in this area. Or, perhaps, they are less personally mature and open to genuine contact with themselves and the world than those future journalists whose sense-of-life orientations are more pronounced.

A higher level of freedom and responsibility leads to a higher level of existentialism, which is characteristic of future journalists with more pronounced sense-of-life orientations. That is, they are better able to navigate the world, make decisions and implement them responsibly, thereby changing it for the better. On the contrary, students-journalists with less pronounced sense-of-life orientations may have more difficulty making decisions freely and putting them into action, or they are more likely to act on external motivations without balancing them with their inner self. This may be associated with a less meaningful life for these individuals, their lesser emotional involvement in the process of life itself, lower satisfaction with the effectiveness of the realisation of their personality potential in the past, and a tendency to set fewer meaningful goals for the future.

The higher overall index of existential fulfillment of future journalists with more pronounced sense-of-life orientations indicates that they are better able to cope with themselves and the world, to act in accordance with internal and external requirements and proposals, correlating them with their own values. It is obvious that the choice of journalism as a future profession was more conscious or they are more satisfied with the choice they made and are convinced that it is correct. Therefore, they feel more inspired about the possibility of realising themselves in this field, and preparation for future professional activities while studying at a university evokes a greater emotional response, gives them a sense of “fullness of life,” joy, and happiness.

Statistically significant correlations were found between the general indicator of existential fulfillment (G-indicator) and the following scales of the “Sense-of-Life Orientations” methodology: result orientation ( $r = 0.62$ ,  $p < 0.01$ ); orientation to the process of life ( $r = 0.60$ ,  $p < 0.01$ ); general level of meaningfulness of life ( $r = 0.58$ ,  $p < 0.01$ ) (pic. 5).



*Pic. 5. The results of the study of the relationship between the general indicator of existential fulfillment (G-indicator) and the scales of the “Sensory-Life Orientations” methodology ( $p < 0.01$ )*

Thus, the more students feel existentially fulfilled, the more they are focused on the result of their activities and the process of life, and the higher the level of meaningfulness of life.

The factor model (based on factor analysis) of existential fulfillment among student-journalists with low expression of sense-life orientations (cluster 1) includes 5 factors (Table 1).

The first factor united the scales of meaningful life orientations – the process of life (-0.58), the result of life (-0.60), the scales of indicators of existential fulfillment – self-distancing (-0.60), self-transcendence (-0.86), freedom (-0.86), responsibility (-0.83), personality (-0.88), existence (-0.92), and the scale of the terminal value of entertainment (-0.73). This factor explained 33.16% of the variance in the data. It was named “Experiencing an “existential vacuum” and entertainment orientation”.

Table 1

**Factor loadings for data in the cluster of student-journalists  
with less pronounced sense-life orientations**

Factors names	Scales	p	The proportion of the variance of the data that is explained by the factors (%)
Experiencing an «existential vacuum» and focusing on entertainment	process of life	-0,58	33,16%
	life outcome	-0,60	
	self-distancing	-0,60	
	self-trancendence	-0,86	
	freedom	-0,86	
	responsibility	-0,83	
	individuality	-0,88	
	existence	-0,92	
	entertainment (term)	-0,73	
Values of development and achievement of significant goals	goals in life	0,70	14,06%
	public recognition (term)	0,78	
	development (term)	-0,65	
	entertainment (term)	0,69	
Externalisation	locus of control of Ego	-0,79	10,10%
	locus of control of Life	-0,71	
Manageability of life and the value of creativity	locus of control of Life	0,54	7,52%
	creativity (term)	-0,84	
Values of cognition and realisation of personal potential	cognition (term)	-0,83	6,72%
	productive life (term)	-0,56	
Variance of data explained by the model (in %)			71,58%

As can be seen from this factor, student-journalists with the lowest satisfaction of their self-realisation in the past and emotional fulfillment of their present life have the lowest expression of all indicators of existential fulfillment (the ability to self-distancing and self-transcendence, freedom, responsibility, integral indicators of personality and existentiality). The value of entertainment is highly expressed in the value structure of the personality of these students. They are focused on having a good time and strive to have as few responsibilities in their lives as possible. The second factor includes a scale of sense-life orientation to goals in life (0.70) and scales of terminal values of social recognition (0.78), development (-0.65) and entertainment (0.69). The factor explained 14.06% of the variance in the data and was named "Values of development and achievement of meaningful goals". Among the student-journalists with less pronounced sense-life orientations, those who are most likely to choose meaningful goals for the future that make their present life meaningful and directed are characterised by the dominance of the value of development. Self-improvement is important to them, and they try to constantly improve themselves in physical and spiritual aspects. The values of social recognition and entertainment are less pronounced in the value structure of such students' personalities.

The third factor included the scales of sense-life orientations of the locus of control of Ego (-0.79) and the locus of control of Life (-0.71), explained 10.10% of the variance in the data and was named "Externality". This factor indicates that those student-journalists who are the least likely to believe that life is controllable and that people in general have the ability to make decisions freely and implement them, also have less faith in the fact that they can control the events of their own lives. They are convinced that they are not strong enough as individuals and cannot exercise enough freedom of choice to make their lives correspond to their ideas about its meaning. These students tend to believe that external circumstances (other people, chance, coincidence, fate) determine their successes, failures, and the course of life in general more than they do. The fourth factor combined the scale of the sense-of-life orientation locus of control of Life (0.54) and the terminal value of creativity (-0.84). This factor explains 7.52% of the variance in the data. It was named "Life controllability and creativity value". As it can be seen, among student-journalists with the least pronounced sense-life orientations, those who have more faith in their ability to control the course of their lives and events in them, at the same time, value the opportunity to be creative in their work more. The fifth factor is formed by the scales of terminal values of cognition (-0.83) and productive life (-0.56). It explains 6.74% of the variance in the data and was named "Values of cognition and realisation of personal potential". From this factor, we can see that those student-journalists with less pronounced sense-of-life orientations who value the possibility of cognition more highly are also focused on the value of a productive life. It is important for them to have the opportunity to expand their worldview, raise the level of general culture and awareness. In their life and in their activities in various spheres, they strive to make the most of their opportunities, strengths and abilities.

For the data in cluster 2 (student-journalists with more pronounced sense-of-life orientations), a model was built that also included 5 factors, and in total explained 67.97% of the variance in the data (Table 2).

The first factor in the model included the scales of existential fulfillment indicators – self-distancing (0.87), self-transcendence (0.53), personalisation (0.82) and the scale of the terminal value of development (-0.59). It explained 25.45% of the variance in the data and was named "Openness in perceiving oneself and the world and the value of development".

As we can see, the value of development dominates in the value structure of the personality of student-journalists with more pronounced sense-of-life orientations, who are most capable of self-distancing and self-transcendence, and show the greatest cognitive and emotional openness to interaction with themselves, other people, and the world. For these students, it is important to constantly improve themselves (physically and spiritually), to be able to work on themselves. The second factor includes the scales of terminal values of social recognition (-0.54), cognition (0.79), and entertainment (-0.80), explaining 13.89% of the variance in the data and was named “Values of recognition and pleasant pastime.” The factor shows that among journalism students with more pronounced sense-of-life orientations, those who are focused on gaining recognition and respect from other people, at the same time, value the opportunity to learn less. The opportunity to expand their own worldview, increase their level of education, general culture and awareness is not a significant value for such students. Instead, they are dominated by the value of entertainment. They want to spend their time pleasantly, avoiding tasks and responsibilities that require liability.

Table 2

**Factor loadings for data in the cluster of student-journalists  
with more pronounced sense-of-life orientations**

Factors names	Scales	p	The share of variance explained by the factors (%)
Openness in perception of oneself and the world and the value of development	self-distancing	0,87	25,45%
	self-transcendence	0,53	
	personality	0,82	
	development (term)	-0,59	
Values of recognition and enjoyable pastime	public recognition (term)	-0,54	13,89%
	cognition (term)	0,79	
	entertainment (term)	-0,80	
Manageability of life and satisfaction with self-realisation	life outcome	0,77	12,01%
	locus of control of Life	0,77	
«Inclusion» in life	self-transcendence	0,51	9,44%
	freedom	0,84	
	responsibility	0,61	
	existence	0,86	
	productive life (term)	-0,54	
Emotional fulfillment of life and focus on achieving meaningful goals independently	goals in life	0,55	7,17%
	process of life	0,51	
	locus of control of Ego	0,77	
Variance of data explained by the model (in %)			67,97%

The third factor was formed by the scales of sense-of-life orientations Life outcome (0.77) and locus of control of Life (0.77), explained 12.01% of the variance in the data and was named “Life controllability and satisfaction with self-realisation”. As can be seen from this factor, student-journalists with more pronounced sense-of-life orientations are the most satisfied with the effectiveness of self-realisation in the past and the effectiveness of the lived part of their lives, who feel able to influence events in their lives and control its course. Their internalisation gives them the opportunity to choose their own goals in life and achieve them. Thanks to this, they build their lives in a way that corresponds to their ideas about the meaning of life. Therefore, they are satisfied not only with their present life, but also with their successes and achievements in the past. The fourth factor includes the scale of the terminal value of a productive life (-0.54) and the scales of existential fulfillment – self-transcendence (0.51), freedom (0.84), responsibility (0.61), existence (0.86). This factor explained 9.44% of the variance in the data and was named “Inclusion” in life. The factor shows that journalism students with more pronounced sense-of-life orientations, who have higher indicators of existential fulfillment (the ability to self-transcendence, freedom, responsibility, existentiality), are oriented to make the most of their strengths, abilities and opportunities in activities in various spheres of life.

The fifth factor is formed by the scales of sense-life orientations towards goals in life (0.55), the process of life (0.51) and the locus of control of Ego (0.77); it explains 7.17% of the variance in the data and was named “Emotional fullness of life and orientation towards independent achievement of significant goals”. As this factor shows, student-journalists with more pronounced sense-of-life orientations, who are most satisfied with the process of their life and its emotional content, tend to set a lot of meaningful goals for the future, which make their present life senseful and directed, and believe that they can achieve them independently.

## CONCLUSION

Thus, it can be concluded that student-journalists with less pronounced sense-of-life orientations, who have the lowest satisfaction with the effectiveness of their lives and the least emotional involvement in its process, have low indicators of existential fulfillment and are dominated by the value of entertainment. The student-journalists in this group, who set more meaningful goals for the future, have a dominant value of development, while the values of social recognition and entertainment are less pronounced. Those in this group who generally believe that human life is controllable and manageable feel more empowered and able to control the course of their own lives. The value of creativity dominates among those in this group who believe in the ability of people to influence what happens to them. And for those students in this group who are focused on the value of cognition, the value of a productive life is also dominated.

In the group of student-journalists with more pronounced sense-of-life orientations, the value of development dominates in individuals with higher indicators of existential fulfillment, such as self-distancing, self-transcendence, and personalisation. The value of cognition is less important for people in this group who value social recognition and entertainment. Satisfaction with self-realisation and the effectiveness of the past life is higher for those who are convinced of their ability to control their lives and build them in a way that corresponds to their ideas about the meaning of life. The value of a productive life dominates in this group of people who have higher levels of existential fulfillment, such

as self-transcendence, freedom, responsibility, and existentiality. And those in this group who show greater emotional involvement in the process of their lives have more meaningful goals for the future and are convinced of their ability to achieve them on their own.

The obtained results can be used by psychologists for practical work with the problems of existentiality among students, including student-journalists. The experience of existential fulfillment in these individuals will be facilitated by the formation of their sense-of-life orientations, which will be manifested in their emotional involvement in the process of their life, their tendency to choose meaningful goals for the future that will make their life more sensible and directed, as well as their belief in their own abilities, strengths and opportunities to achieve these goals independently. It is also important to work with the value orientations of these individuals. In order for them to live an existentially fulfilling life, they need to develop an orientation towards family values, health and healthy lifestyle values, and the values of cognition and development (work on oneself, improving oneself physically and psychologically). If the value structure of their personality is dominated by the value of entertainment, in which they only want to relax, have fun and not take on any obligations and responsibilities, then it is advisable to correct this orientation during psychological work. It should also be noted that the formation of the experience of existential fulfillment in such persons can be facilitated by work on increasing the level of their personal maturity, responsibility, desire to realise the potential of their personality and the fullest use of their strengths, capabilities and abilities.

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## ЕКЗИСТЕНЦІЙНА СПОВНЕНІСТЬ СТУДЕНТІВ-ЖУРНАЛІСТІВ З РІЗНИМИ СЕНСОЖИТТЄВИМИ ОРІЄНТАЦІЯМИ

**Ольга Квасниця**

*Львівський національний університет імені Івана Франка,  
вул. Університетська, 1, 79000, Львів, Україна  
e-mail: [olha.kvasnytsia@lnu.edu.ua](mailto:olha.kvasnytsia@lnu.edu.ua)  
<https://orcid.org/0000-0001-5364-5046>*

**Ірина Сняданко**

*Національний університет «Львівська політехніка»  
вул. С. Бандери, 12, 79005, Львів, Україна  
e-mail: [iryna.i.sniadanko@lpnu.ua](mailto:iryna.i.sniadanko@lpnu.ua)  
<https://orcid.org/0000-0003-4245-1443>*

**Христина Вербицька**

*Львівський державний університет внутрішніх справ  
вул. Городоцька, 26, 79000, Львів, Україна  
e-mail: [khrystynav1004@gmail.com](mailto:khrystynav1004@gmail.com)  
<https://orcid.org/0000-0002-7951-0964>*

У статті проаналізовано взаємозв'язок між рівнем екзистенційної сповненості, сенсожиттєвими та ціннісними орієнтаціями студентів спеціальності «Журналістика». Результати дослідження сприятимуть психологічній підготовці студентів спеціальності «Журналістика» до майбутньої професійної діяльності. Стаття ґрунтується на аналізі взаємозв'язку між рівнем екзистенційної сповненості, сенсом життя та ціннісними орієнтаціями студентів спеціальності «Журналістика». Розкрито зміст і значення екзистенційної сповненості, сенсу життя та ціннісних орієнтацій у підготовці студентів до майбутньої професійної діяльності.

*Методи дослідження.* Теоретичні (аналіз проблеми на основі психологічної та філософської літератури); емпіричні (тестування, опитування); методи математичної статистики (кореляційний, кластерний, порівняльний аналізи). Були використані також такі методи дослідження: Шкала екзистенції (А. Ленгле, К. Орглер); тест «Сенсожиттєві орієнтації» (СЖО) (Д. Леонт'єв); методика «Діагностика спрямованості особистості» (Б. Басс); методика «Ціннісні орієнтації» (М. Рокич). Математичну обробку даних та графічне представлення результатів здійснювали за допомогою комп'ютерного пакету статистичних програм Statistica8.0.

Емпіричне дослідження було проведено на базі факультету журналістики Львівського національного університету імені Івана Франка. У дослідженні опитано групу із 80 студентів-журналістів 17-26 років (середній вік – 19,5 років), серед яких 69 осіб жіночої статі та 11 осіб чоловічої статі. Респонденти є студентами першого, другого і четвертого курсів.

*Результати дослідження.* Підготовка студентів спеціальності «Журналістика» у вищих навчальних закладах в умовах війни вимагає створення базової психолого-етичної підготовки майбутніх фахівців з журналістики. Результати дослідження сенсожиттєвих і ціннісних орієнтацій студентів, рівня їхньої екзистенційної сповненості можуть

бути використані з практичною метою в рамках курсів з журналістської етики, психології для журналістів тощо.

*Висновок.* Рівень екзистенційної самореалізації студентів та їхня система цінностей відіграє важливу роль у підготовці до майбутньої професійної діяльності. Високий рівень екзистенційної реалізованості студентів сприяє їхній більшій залученості до професійної підготовки, мотивації до навчання, формуванню професійної ідентичності.

*Пізнавальна цінність дослідження.* У статті розглянуто роль екзистенційної сповненості особистості та її значення у формуванні емоційно-ціннісної сфери діяльності, мотивації до реалізації особистісного потенціалу та життя в цілому. Розкрито роль екзистенційної сповненості та ціннісних орієнтацій у професійному становленні студентів спеціальності «Журналістика».

*Ключові слова:* екзистенція, екзистенційна сповненість, спрямованість особистості, цінності, сенсожиттєві орієнтації, професійна діяльність, особистість, журналістика, студент.