

Individual psychological specifics of experiencing stage barriers by performers who differ in emotional disposition and their characteristics were provided in the article. Correlation analysis revealed the presence of negative meaningful connections of modality j (joy) indicators and positive correlations of modalities a (anger), f (fear) and s (sadness) with the majority of stage barriers indicators. Analysis of profiles of stage barriers in identified groups of subjects shows a certain similarity in the content of the manifestations of stage barriers in three groups of individuals with the dominance of negative emotions (f, a, S) and finds quite the opposite effect in the group of people with emotional disposition of "joy". It is proved that emotionality which characterizes one's attitude to the world (positive or negative), a way to interact with it (active or passive) and the direction to or from the object affects the specificity of stage barriers. It is found that the peculiarities of feelings, the palette of emotional experience, expression, behavior that accompany stage barriers, peculiarities of their control and regulation, the choice of behavior aimed at braking stage barriers are different for individuals with different emotional disposition. It is revealed that individuals with a tendency to experience stage barriers who were diagnosed as those with a negative signs of emotional disposition (the dominance of emotions "anger" or "fear", or "sadness" pattern), as opposed to those who are averse to the stage barriers and with dominance of emotions of pattern "joy", create an inner personal cognitive and emotional stress. It is shown that performers, who experience stage barriers, are characterized by a distorted self-understanding, they are non-reflective about their state and behavior, depreciate themselves as performers, demonstrate inappropriate emotional reactions, fears. The objective consequence of this orientation of the performer's personality is a real occurrence of failures in the process of stage activity, lack of success, and even breakdowns which can lead to the abandonment of their professional activity.

**Keywords:** stage barrier, emotionality, emotionality type, individual psychological peculiarities.

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## SELF-ESTEEM, SYSTEM OF VALUES AND SEXUAL INITIATION OF YOUTH

*In face of different civilization changes, threatening the health and the man's life, risky behaviours of youth connected with sexual initiation make up one of essential problems of research areas of present psychology. This is particularly important due to negative consequences of early sexual initiation, widely described in literature on this subject as well as because of systematic decreasing of the age of beginning the sexual life by youth. Early sexual activity and making sexual intercourse belongs to the canon of adolescent risk behaviors.*

### **The concept and essence of self-esteem**

In the literature, there are different ways of defining the concept of 'self-esteem'. It's regarded not only as knowledge themselves but also as a conscious attitude and valuing mental and physical characteristics and capabilities.

J. Reykowski believes that self-esteem is 'self-assessment system' [for: 6, p.2]. Similarly, M. Tyszkowa thinks. She considers that self-esteem is "assessment own characteristics and capabilities by entity, from the point of view of recognized values and objectives undertaken in their own activity" [for: 6, p. 3].

P. Zimbardo defines self-esteem as a generalized evaluative attitude in relation to itself, which affects the mood and behavior, and has a strong impact on a range of personal and social behaviors [15, p.737-8].

According to the E. Aronson, self-esteem is done by estimating the value of the people by themselves – i.e. the extent of which people perceive themselves as good, competent and decent [1]. In contrast, B. Wojciszke [14] draws attention to the affective aspect of self-esteem. Accordingly, positive self-esteem, it is reacting positive emotions to what we do, say and who we are. In contrast, low self-esteem refers to negative reacting to themselves.

Definitions presented above indicate that self-esteem is formed on the basis of self-image and that the self-esteem is an evaluative. It is the result of a comparison between the actual self-image and self-image, which the enti-

ty creates. It is an important component of self-awareness, as without it, it would be impossible to self-determination and isolate themselves from the environment. It plays an important role in cognition themselves, in guiding their behavior, as well as in the implementation of their plans and aspirations in life.

Since the beginning of adolescence, self-esteem is becoming one of the most important components of an individual's personality and begins to adjust behavior to a greater extent than the opinions and assessments of external people. Then, there is something like self-esteem independence of the judgements of the environment. In the final phase of adolescence progresses further improvement of self-esteem, then it takes a more mature form. Then, as a result of already enough developed conceptual thinking, analyzing their positive and negative sides of personality, their own capabilities and at the same time acquired through social interaction resource life experience comes to a better understanding and assessment of themselves. The development of self-esteem in adolescence is closely associated with the inclusion of young people in social life, meet new social roles and implementation of the developmental tasks, eg. Sexual activity.

### **The issue of values in the light of the literature**

Nowadays, psychologists, sociologists and educationalists increasingly refer to the system of values, as a recognized regulator of human behavior. They believe that the

study and analysis of the system of values can give answers to questions about motivation, activity and sense of behavior of the individual, both desirable and undesirable socially.

In this exploration, understanding the values in accordance with the concept of M. Rokeach is adopted. He believes that the values of the individual are some kind of system in which single elements are ordered according to the degree of importance or preference [for: 7, p.108]. They form a hierarchical system of beliefs, which consists of: beliefs about their own "self", the terminal system of values, the instrumental system of values, attitudes, individual attitudes, beliefs about their own behaviors, beliefs about the attitudes of significant people, beliefs about values and needs of significant people, beliefs about the behavior of significant people and beliefs about the behavior of physical objects. The system is brought to two groups of values, which are instrumental values and terminal values. The first refers to procedures, the way of achieving goals, determine the resources used by people to achieve their goals. Examples of such values are: courage, ambition, ability, power of persuasion, the way of communication. In contrast, the terminal values there are the most important goals in life, determine the final effects, for example: equality, happiness, beauty, freedom [for: 2].

Values recognized by the human can have different meanings for him. The individual brings to them and select those that are most important for him. And so, P. Brzowski thinks that "systems of values are structures singled and situated centrally in system of beliefs. The central location of values evidence of their importance and important regulatory functions" [4].

In summary, the system of values is a determinant of operation of an individual. This system affects its motivation, the shape of the relationships, the whole style of human life. In addition, a system of individual values affects not only the individual personal relationships, but often it happens that what the man does in life, guided by this and not another hierarchy of values, he becomes a common good, part of the culture and environment in which he lives.

The value system also plays a huge role in the life of a young man. It shapes his character, self-image and the image of the surrounding world. It teaches hierarchy, which for him is really important and what is less. Thanks to this system, the individual is able to distinguish right from wrong, truth from lies, taking important decisions like decisions about entering into marriage [10; 13].

### **Sexual initiation**

First erotic close-up is for most people sometimes associated with a sense of boundless happiness, and it is very important moment in their life. "For many teenagers first sexual contact in life is a symbolic passage into the adult world. This world they associate with freedom, the possibility of self-determination and availability of experiences previously prohibited".

In fact, the first sexual intercourse is usually associated with fears, anxiety, and often pain. There is not a very strong pain, but the girls expect it during the first intercourse. The next element is the "confrontation ideas about the anatomy and physiology of man with reality. If a girl is not practised petting, do not know the male nudity, can experience quite unpleasant surprise during the first

sexual intercourse. If more than this - which happens frequently - the partner is excitable, emotionally tense, inexperienced boy - it is difficult in these circumstances to talk about sexual pleasure. Such initiation may involve rather unpleasant experiences" [9].

However, in each case the initiation is different. When a girl loves her boyfriend, she treats any discomfort associated with the first sexual intercourse as the strengthening of her feelings.

The first sexual experience is very important for future sexual contact. Experience the first sexual intercourse as a negative experience, can cause an aversion to it, and sometimes can occur total aversion to people of the opposite sex.

Many problems with premature sexual initiation comes from the fact that social maturation is significantly delayed in relation to sexual maturity. To a large extent it is related to self-control, which depends on the firmness of a young boy, as well as his ability to consistent behavior, which involves the hierarchy of recognized values and personality traits.

A negative consequence of too early start of sexual life is sometimes a strong sense of guilt that is associated with the conviction of breaking mandatory environmental standards, as well as the conviction of exaggerated interest in sex, which may cause limitations of personality development and may impede contacts with the environment.

### **Method and empirical material**

The purpose of this exploration was to investigate the differences between the adolescents before sexual initiation and adolescents after sexual initiation in terms of the system of values and the level of self-esteem. For this purpose, the following problems were formulated:

1. Are there differences in the system of values of lower secondary school students before and after sexual initiation?

2. Are there differences in self-esteem of low-secondary school students before and after sexual initiation.

In response to these research problems formulated the following hypotheses:

1. There are differences in system of values of lower secondary school students before and after sexual initiation.

2. There are differences in self-esteem of lower secondary school students before and after sexual initiation.

### **Methods:**

The Rokeach Value Survey (RVS) – in the adaptation of P. Brzowski [5]. It is used to study the system of values of young people and adults. Rokeach assumed that there are two groups of values: the terminal values and instrumental values and on that basis he distinguished in his scale subscales: "first subscale examines the terminal values, as the most important goals of human life. Second subscale examines the instrumental values relate to the general procedures" [3].

Adjective Check List ACL - 37 by Gough and Heilbrun [for: 11; 12], which investigate the level of self-esteem.

Questionnaire regarding sexual initiation was created specifically for the study and was used to extract the research groups (young people after sexual initiation and young people before sexual initiation).

The study included 125 lower secondary school stu-

dents from the third class at the age of 16 years. Based on the questionnaire regarding sexual initiation, among the surveyed youth were distinguished two groups of 50 people (each at 50%). The first group is young people who have already started sexual intercourse, while the second group is young people who have not yet started sexual intercourse.

In the group of persons who are before sexual intercourse there were 33 girls (33%) and 17 boys (17%), which represents 50% of the young people. A group of people who are after the first sexual initiation consisted of 10 girls (10%) and 40 boys (40%).

**Analysis of the results**

In order to verify the first hypothesis, there is a comparison the differences between adolescents before and after sexual initiation, in the system of terminal and instrumental values. It is assumed that the most important value is attributed to rank 1, and the least important - rank 18. This is illustrated in Table 1.

The analysis of these data shows that young people before sexual initiation differs significantly from the young people after sexual initiation, the following terminal values: "A sense of accomplishment" and "an exciting life". These values are more important for young people after sexual initiation than for young people before sexual initiation.

For both groups the most important is "family security" (1 rank), and the least important terminal value is "a world of beauty" (14 rank). In addition, the equal importance for respondents from both groups have the terminal value: "true friendship" (rank 4), "wisdom" (7 rank), "self-respect" (rank 8) and "equality" (rank 9). Young people before sexual initiation for the most important terminal values decided: "a world at peace" (2 rank), "salvation" (3 rank). In contrast, the least important: "social recognition" (13 rank) and "an exciting life" (rank 12).

And for young people after sexual initiation is important "an exciting life" (rank 2) and "mature love" (rank 3), and the least important – the "a sense of accomplishment" (rank 13) and "national security" (12 rank).

Analysis of data from Table 2 shows that young people before sexual initiation differs significantly from the young people after sexual instrumental following values: "self-control", "helpfulness" and "obedience".

Young people before sexual initiation for the most important instrumental values decided: "love" (1 rank), "honesty" (rank 2), "helpfulness" (3 rank). In contrast, the least important: "intellect" (rank 13), "logic" (rank 12) and "obedience" (rank 11).

For young people after sexual initiation the most important is: "cleanliness" (1 rank), "ambition" (rank 2), "love" (rank 3) and "honesty" (rank 3). The least important is: "self-control" (rank 10), "intellect" (rank 9), "logic" (rank 8), "imagination" (8 rank) and "politeness" (rank 8).

Young people after sexual initiation, more than young people before sexual initiation appreciates such instrumental values as: "attention", "neatness" and "diligence". Lower secondary school students after sexual initiation do not like to subordinate anyone, they prefer to be self-reliant, and however they fill orders and respect other people. Young people after sexual initiation are more "open-minded", creative and daring.

For respondents who have not initiated sexual intercourse the most important is to be sensitive and delicate. They are honest and incapable of deceit. The exhibit greater willingness to help others, integrity and reliability in operation and the kindness and courtesy to others. To a greater extent, they manifested a desire to help others, integrity and reliability in operation and the kindness and courtesy to others. They also draw attention to such values as self-restraint and balance.

Table 1

*Differences in the individual terminal values between people who are before and after sexual initiation*

Terminal values	Young people before sexual initiation		Young people after sexual initiation		Test value U-Manna Whitneya
	Median	Rank	Median	Rank	
National security	7	5	13	12	1035,0
Family security	3	1	4	1	1046,0
Mature love	9	8	6,5	3	1007,0
A comfortable life	11,5	11	9	6	989,5
Wisdom	8,5	7	10	7	1096,00
A sense of accomplishment	11	18	13,5	13	<b>899,5 *</b>
Self-Respect	9	8	10,5	8	1163,5
A World at Peace	5	2	8	5	1072,5
True friendship	6,5	4	7	4	1240,0
Pleasure	11	1	10	7	1121,5
Inner harmony	10	9	12,5	11	1112,5
Equality	10	9	11	9	1203,5
Happiness	8	6	7	4	1029,5
A World of Beauty	14	14	14,5	14	1241,5
Social Recognition	13	13	12	10	1193,5
Freedom	8	6	8	5	1171,5
Salvation	6	3	12	10	1028,5
An exciting life	12	12	6	2	<b>834,5 *</b>

\* - Statistically significant results  $\alpha < 0.05$

Table 2

*Differences in individual instrumental values between people who are before and after the sexual initiation*

Instrumental values	Young people before sexual initiation		Young people after sexual initiation		Test value U-Manna Whitneya
	Median	Rank	Median	Rank	
Ambition	9	6	6	2	1118,5
Cleanliness	6,5	4	5	1	1238,5
Intellect	15	13	13	9	1157,5
Love	4,5	1	6,5	3	1144,5
Logic	13	12	12	8	999,5
Independence	9	6	8	4	1139,0
Imagination	12	10	12	8	1167,5
Responsibility	11	9	11	7	1244,5
Courage	10	7	10	6	1189,5
Self-Control	10	7	15	10	942,5 *
Broad-Mindedness	11	9	9	5	1081,5
Cheerfulness	11	9	11	7	1218,0
Helpfulness	6	3	8	4	927,5 *
Obedience	12	11	9	5	883,0 *
Honesty	5	2	6,5	3	1100,0
Politeness	7	5	12	8	992,5
Capability	10,5	8	10	6	1120,5
Forgiveness	7	5	8	4	1238,500

\* - Statistically significant results  $\alpha < 0.05$ 

Table 3

*Differences in individual test scales ACL between young people who are before and after the sexual initiation*

ACL Assessment Scales	Average values of the individual scales		Value Test T	ACL Assessment Scales	Average values of the individual scales		Value Test T
	Young people before sexual initiation	Young people after sexual initiation			Young people before sexual initiation	Young people after sexual initiation	
Number checked (Ckd)	43	43	-0,029	Abasement (Aba)	45	46	0,160
Favorable (Fav)	43	47	-2,268*	Deference (Def)	46	44	1,369
Unfavorable (Unfav)	52	51	0,494	Counseling Readiness (Crs)	45	35	4,756*
Communality (Com)	30	32	-0,999	Self-control (S – Cn)	48	45	1,712
Achievement (Ach)	46	49	-2,060*	Self-confidence (Cfd)	51	56	-2,608*
Dominance (Dom)	50	51	-1,601	Personal Adjustment (P – Adi)	44	47	-1,361
Endurance (End)	47	50	-2,008*	Ideal Self (Iss)	56	59	-2,025*
Order (Ord)	48	48	-0,058	Creative personality (Cps)	52	55	-1,763
Intracception (Int)	41	41	-0,447	Military leader (Mis)	37	39	-0,076
Nurturance (Nur)	42	44	-0,838	Masculine (Mas)	54	55	-1,092
Affiliation (Aff)	47	49	-1,043	Feminine (Fem)	41	45	-2,170*
Heterosexuality (Het)	54	63	-3,825*	Critical Parent (CP)	51	53	0-,836
Exhibition (Exh)	55	59	-2,393*	Nurturing Parent (NP)	47	49	-1,196
Autonomy (Aut)	54	53	0,450	Adult (A)	44	43	0,942
Aggression (Agr)	54	54	0,106	Free child (FC)	53	59	-3,161*
Change (Cha)	46	48	-1,197	Adapted child (AC)	53	51	1,186
Succorance (Suc)	48	47	0,782	High origence – Low Intellectence (A – 1)	55	60	-2,434*
High origence – High Intellectence (A – 2)	50	52	-1,219	Low origence – Low intellectence (A – 3)	50	54	-1,287
Low origence – High intellectence (A – 4)	46	44	1,089				

\* - Statistically significant results  $\alpha < 0.05$

The analysis of the data in Table 3 shows that lower secondary school students after sexual initiation scored significantly higher scores than those before sexual initiation in such ACL scales as: 'favorable' (young people before sexual initiation – 43, young people after sexual initiation – 47), 'achievement' (before – 46, after – 49), 'endurance' (before – 47, after – 50), 'heterosexuality' (before – 54, after – 63), 'exhibition' (before – 55, after – 59), 'self-confidence' (before – 51, after – 56), 'ideal self' (before – 56, after – 59), 'feminine' (before – 41, after – 45), 'free child' (before – 53, after – 59) and 'high origence – low intellectence' (before – 55, after – 60).

Only in the scale of 'counseling readiness' lower secondary school students achieved higher average before sexual initiation (45) than lower secondary school students after sexual initiation (35).

In summary, stability and diligence of lower secondary school students before sexual initiation, achieve due to the lack of spontaneity and the expanse of emphasizing self. Despite their intelligence, they are unsure of their abilities and because of their modesty they have difficulties in establishing new social contacts.

In contrast, lower secondary school students after sexual initiation often perceive themselves as adaptable and outgoing. They are protective of close persons and they are cheerful in difficult life situations. They work conscientiously and strive for being outstanding in works

socially appreciated, they have a strong sense of duty.

#### Summary:

Conclusions from the analysis of research results led to a positive verification of the assumed hypotheses. The differences between lower secondary school students relate primarily to the characteristics concerning realization of needs of heterosexual contacts. Young people after sexual initiation to a greater extent than young people before sexual initiation, manifest desire of communion with peers of the opposite sex. They derive from this contact emotional satisfaction and contentment. They are more likely to engage in interpersonal life and heterosexual contact are for them very important part of life. They also have a higher level of self-confidence, which makes them full of initiative and confidence in their own ability to achieve the intended goals.

In addition, the young people after sexual initiation can work more effectively due to the greater persistence, greater achievement motivation and confidence in their abilities than young people before sexual initiation.

The literature describes many negative effects of early sexual initiation. Despite that, young people after sexual initiation seem to have more positive traits than young people before sexual initiation. However, it is important to be careful in drawing conclusions regarding the sexual initiation and its connection with the values and self-esteem.

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### **ЧУВСТВО СОБСТВЕННОГО ДОСТОИНСТВА, СИСТЕМА ЦЕННОСТЕЙ И СЕКСУАЛЬНОЕ ПОВЕДЕНИЕ МОЛОДЕЖИ**

Различные изменения, происходящие в обществе, угрожающие здоровью и жизни человека, рискованное поведение молодежи, связанное с началом половой жизни, составляют одну из основных проблем современной психологии. Это особенно важно в связи с негативными последствиями раннего начала сексуальной жизни, что широко описано в литературе, а также из-за систематического уменьшения возраста начала половой жизни среди молодежи. Ранняя сексуальная жизнь относится к рискованному поведению подростков. Рассматривается понятие и сущность чувства собственного достоинства. Эмпирически показано, что молодые люди после начала сексуальной жизни в большей степени, чем молодые люди до начала половой жизни, демонстрируют желание общаться со сверстниками противоположного пола. Эти контакты приносят им эмоциональное удовлетворение и удовольствие. Подростки более склонны к межличностному общению и гетеросексуальным контактам, что является для них очень важной частью жизни. Они также приобретают более высокий уровень уверенности в себе, что делает их инициативными и уверенными в своей способности к достижению намеченных целей. Установлено, что молодые люди после начала половой жизни могут работать более эффективно благодаря большей устойчивости, большей мотивации достижения и уверенности в своих силах, чем молодые люди до начала половой жизни. В литературе описаны многочисленные негативные последствия раннего начала сексуальной жизни. Несмотря на это, молодые люди после начала половой жизни, как установлено, имеют более позитивные черты, чем до начала половой жизни. Однако, важно проявлять осторожность относительно сексуальной инициации, опираясь на систему ценностей, на самоуважение и чувство собственного достоинства.

**Ключевые слова:** чувство собственного достоинства, ранняя сексуальная жизнь, личность подростка, система ценностей.

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### **ПОЧУТТЯ ВЛАСНОЇ ГІДНОСТІ, СИСТЕМА ЦІННОСТЕЙ ТА СЕКСУАЛЬНА ПОВЕДІНКА МОЛОДІ**

Різні зміни, що відбуваються в суспільстві, загрозливі здоров'ю і життю людини, ризикована поведінка молоді, що пов'язана з початком статевого життя, складають одну з основних проблем сучасної психології. Це особливо важливо у зв'язку з негативними наслідками раннього сексуального життя, що широко описано в літературі, а також із-за систематичного зменшення віку початку статевого життя серед молоді. Раннє сексуальне життя відноситься до ризикованої поведінки підлітків. Розглядається поняття і сутність почуття власної гідності. Емпірично показано, що молоді люди після початку сексуального життя більшою мірою, ніж молоді люди до початку статевого життя, демонструють бажання спілкуватися з однолітками протилежної статі. Ці контакти приносять їм емоційне задоволення. Підлітки більш схильні до міжособистісного спілкування і гетеросексуальних контактів, що стає для них дуже важливою частиною життя. Вони також набувають вищого рівня упевненості в собі, що робить їх ініціативними і упевненими в своїй здібності до досягнення наміченої мети. Встановлено, що молоді люди після початку статевого життя можуть працювати ефективніше завдяки більшій стійкості, більшій мотивації досягнення і упевненості в своїх силах, ніж молоді люди до початку статевого життя. У літературі описані численні негативні наслідки раннього початку сексуального життя. Незважаючи на це, молоді люди після початку статевого життя, як встановлено, мають більш позитивні риси, ніж до початку статевого життя. Проте, важливо проявляти обережність щодо сексуальної ініціації, спираючись на систему цінностей, на самоповагу і почуття власної гідності.

**Ключові слова:** почуття власної гідності, раннє статеве життя, особистість підлітка, система цінностей.

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