

Research article

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Structural and Functional Organization of Life Successfulness as a Meta-resource of the Personality of a Modern Higher School Teacher

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Abstract: Introduction. The relevance of the study is in connection with changes in the world, including the processes in the higher education system, when transformations take place considering the interests of the national economy, is substantiated. A new view on the problem of studying the personal resources of a higher school teacher is presented, where special attention is paid to the search for functional formations that allow the most efficient implementation of professional activities and maintaining the functioning of one's own personality at a productive level. For the first time, within the framework of the developed meta-resource concept, an understanding of the life successfulness is proposed. The problem of the need to study the structural and functional organization of the life successfulness of a higher school teacher in order to identify and study its features is posed. **Methods.** The study involved 164 teachers of educational institutions of higher education from different regions of Russia from 27 to 77 years old. The study was conducted using the author's self-assessment methodology «Life Success». The survey was conducted by posting on Google Forms. **Results.** The following results were obtained: praxis, existential experiences and subjective assessment of one's success in life are most pronounced; the integral qualities of success and moral experiences are expressed to a lesser extent; the average value of the subjective assessment of success in life is 7.23 on a ten-point scale; in the first place in importance for a successful life are the values of family and health; positive significant relationships were found between reflexive mechanisms and integral qualities of success in life. **Discussion.** The results made it possible to draw conclusions about the presence of strengths and problems of the meta-resource of the life successfulness of the respondents. Strengths include: a large number of interconnections between the components of life successfulness; the severity of praxis experiences, productive life disposition, reflexive-ontological mechanism of life successfulness; proximity of the real value hierarchy to the ideal of success; functional significance of instrumental qualities and focus on success. The identified problems can be «points of growth» for the most productive functioning of the meta-resource of life successfulness.

Keywords: meta-resource, personal resources, life successfulness, reflexive mechanisms, integrative qualities, experiences, values, teacher's personality, pedagogical activity, higher education

Highlights:

- ▶ Life successfulness is a meta-resource of the personality of a modern teacher, and the features of its functioning determine the effectiveness of professional activity and life in general.
 - ▶ The results of the study showed the presence of features of the organization of this meta-resource in the sample of teachers of higher education in comparison with the general sample.
 - ▶ Features of the organization are in the severity and interrelationships of the structural components of life successfulness.
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Introduction

The relevance of the study of life successfulness of a teacher of higher education

Modern higher education is currently on the verge of major changes due to political, economic and sociocultural factors. The changes concern the transformation of the entire system of higher education, considering the interests of the national economy and the creation of a space of opportunities for students. This situation is especially significant for teachers as subjects of the educational process. In transitional moments, the personality of the teacher (university lecturer) becomes especially significant, because his personality transmits values and meanings to students, makes his personal contribution to their development and formation.

Psychological, pedagogical and psychological-pedagogical research highlights the issues associated with the radical transformation of the teacher's activity, due to various and sometimes mismatched reform processes in higher education.

This situation puts the teacher in the position of «incompetence» and, as a result, causes inconsistency in the functionality and personal qualities (Verbitsky, 2014). At the same time, the multi-role activity of a teacher of higher education requires the presence of developed meta-resources, which, from the standpoint of integrity, would allow one to regulate one's own system of resources in order to increase the efficiency of life.

The meta-resource of life successfulness, in this case, has one of the key values. The formation of the mechanisms of life success of a teacher, the value bases of his success, personal qualities and experiences that he demonstrates in the process of professional pedagogical activity, creates space for the formation of the personality of students.

The problem of researching the personal resources of a higher school teacher

Most research on the personality of a teacher concerns personality traits and the various options for integrating them.

Among domestic studies of the last decade devoted to this issue, at least three areas can be distinguished. Firstly, these are studies that reveal the most significant personal qualities of a teacher for the successful implementation of professional activities. Researchers have identified a very wide list of such qualities, which is very diverse and difficult to systematize; chronological dynamics can only be noted conditionally. Increased attention to the study of moral qualities is manifested in the first decade of the XXI century (honesty, justice, kindness (Ratner, 2007;

Romanchuk, 2010)), subsequent studies are mostly related to professional abilities (practical training, experience, pedagogical flexibility, creativity (Borisenko et al., 2012)), emotional competence (Silantyeva, 2017), the ability to motivate and interest the audience (Tsvetkova et al., 2017), and in recent studies, the most significant qualities reflect the level of development of soft skills (tolerance, sociability, progressiveness, awareness and life wisdom) (Lukashenko & Ozhgikhina, 2019).

Secondly, it is the search for certain integrative formations that characterize the personality of the teacher: I-image, image and their correlation (Tsvetkova et al., 2017; Lukashenko & Ozhgikhina, 2019). Researchers point out that the image and self-image are quite contradictory.

Thirdly, this is a study of functional formations that would allow the teacher to most effectively carry out professional activities and maintain the functioning of his own personality at a productive level, in particular, to maintain psychological health (Demchenko et al., 2021). For example, scientists refer to such formations: readiness for self-change, lability of mental attitudes, self-development of personal qualities necessary in modern society («resource for success», self-confidence), active position, responsibility, creativity, productive life strategies, life potential and hardiness (Nikiforov et al., 2015; Skazko & Kostina, 2018). These integrative formations allow the teacher to move from the strategy of primitive functioning to higher-order strategies and creative self-expression in the profession (Plugina, 2008).

The third direction is the most productive in terms of searching and structuring the teacher's personal resources. These integrative formations implement the resource function to the fullest extent. The resource approach allows you to address the strengths of the personality, its constructive beginning. «Psychological resources can buffer vulnerability to negative psychological outcomes... and help to identify positive opportunities» (Bokhan et al., 2021, p. 274).

Foreign colleagues pay attention to teacher self-efficacy in their research (Matos et al., 2022; Milkhatun et al., 2020), ethical aspects of behavior (Jabbar, 2017) and personal characteristics (Siamian et al., 2012).

Life successfulness as a meta-resource of a teacher's personality

In this study, life successfulness of a person is considered as such a meta-resource. In our opinion, meta-resources occupy the highest level in the hierarchy of personal resources and represent integrative psychological formations that provide the most effective resolution of contradictions that arise in a person as a subject of social relations due to the transformation of the value-semantic sphere of a person in the process of self-regulation. One of these meta-resources is life successfulness.

The complexity and versatility of the phenomenon of life successfulness is revealed through the search for its essence in the cultural and historical context, scientific, practical and popular science psychology, philosophical and socio-philosophical knowledge. An analysis of the emergence of life successfulness as a phenomenon in a cultural, historical and philosophical context makes it possible to draw a conclusion about its formation in accordance with the historical stages of the development of society (Deeva, 2020).

In various areas of psychological science, one way or another, the problems associated with various aspects of the manifestation, formation and functioning of success were touched upon. For example, positive psychology provides the key to understanding success in life from the standpoint of a person's resource potential (Seligman, 2012), while the authenticity of success is related to its longevity and goals, which reveals its meta-resource function.

The subject-activity paradigm in psychology outlines the problems of success and success of a person in the semantic field of categories and concepts related to the space of life and human meanings: life strategy, awareness, purposefulness, self-realization, etc. It is in this paradigm that success is correlated with the integral life of a person, which makes it possible to define the phenomenon of «life successfulness» and approach its understanding as a meta-resource of a person participating in the process of self-regulation. The relevance of the problem of success is increasing in the most modern studies of Russian psychology (Tulchinsky, 2016; Gelfond et al., 2020; Gafarova & Chernyaeva, 2015; Baturina & Chernyaeva, 2018; Baturin, 2018; Shabunova et al., 2019; Logvinova, 2016; Golovchanova, 2010; Dementy, 2004). Success as a process is an integrative psychological education (Baturina & Chernyaeva, 2018) associated with various personal resources that affect life productivity (Brian, 2005; Seligman, 2012; Erofeeva, 2021; Duckworth et al., 2007; Erofeeva & Nartova-Bochaver, 2020; Duckworth & Gross, 2014; Gordeeva et al., 2021; Kramarenko, 2008; Sidorov & Vasiliev, 2018; Dvoret'skaya, Loshchakova, 2016; Rean et al., 2022). The characteristics inherent in success are a complex of integrative qualities of a person, where success in life acquires the status of a meta-resource that regulates their interconnections and functioning.

We rely on the principles of regulatory, resource and subjective approaches when building a meta-resource concept of life successfulness. A developed system of self-regulation has resource capabilities in the form of various psychological formations, mechanisms and processes that help a person to reveal his own potential, update his capabilities, achieve his goals and maintain a balance of integrity and openness to the world. Thus, the system of self-regulation, the system of psychological resources and subjectivity are inextricably linked (Morosanova, 2021; Leontiev, 2016). An important point is that success in various types of activities is ensured by the formation of an integral system of self-regulation, and any defect in the regulation process significantly limits the effectiveness in various types of activities (Konopkin, 2012). The system of success criteria makes it possible to specify the goal in the action program and compare the results obtained with the desired ones.

Life successfulness, as a meta-resource in the system of self-regulation of a personality, which has an acceptor function, on the one hand, reflects and presents, and on the other hand, determines the main value strategies of society and a person, is the starting point for the subjective choice of «life coordinates» of the individual. The essence of life successfulness as an integrative psychological education lies in the reflexive correlation of the anticipated and already achieved goals of subjective activity in accordance with the program of actions in the process of elections and decisions in the value-semantic and socio-cultural space. Life successfulness includes the relationship of mechanisms, properties and states: 1) as a set of special reflexive mechanisms functioning in the value-semantic space of the individual, aimed at understanding the relationship, social and existential significance of the goal and result of activity; 2) as an integral property of the personality, consisting of complexes of personal qualities, characterized by ways to achieve goals, motivational orientation and life disposition of the personality; 3) as an emotional experience that arises in the process of achieving the goal and evaluating the result, which accompanies the processes of understanding and evaluating one's own achievements (Deeva, 2022a, 2022b).

The problem of the research is to study the meta-resource of a person's life successfulness, which functions as a systemic education and contributes to an increase in the efficiency of the teacher's professional activities while maintaining the overall productivity of life.

Purpose: to identify the features of the structural and functional organization of the meta-resource of life successfulness of a teacher of higher education.

Methods

Sample

The sample consisted of teachers of educational institutions of higher education from various regions of Russia (Krasnodar Territory, Rostov Region, Vologda Region, Khanty-Mansi Autonomous Okrug-Yugra, St. Petersburg, Moscow, Belgorod Region, Krasnoyarsk Territory, Primorsky Territory, Omsk Region, Kaliningrad Region) in the amount of 164 people ; of these, 54 men and 110 women aged 27 to 77 years. Teaching experience from 2 to 40 years.

Procedure and research methods

The study of the life successfulness meta-resource was carried out using the author's methodology «Life success», which was tested for reliability, constructive and convergent validity (Deeva, 2022a). When establishing convergent validity, the relationship of life successfulness with the scales of diagnostic questionnaires was confirmed, which characterize a positive motivational and psychological state, resource capabilities, subjectivity of the personality, which in general expresses the constructive beginning of the personality and a positively active attitude to life.

The methodology is a questionnaire aimed at studying the components of life successfulness and their relationships in accordance with a theoretical construct. The questionnaire has four parts aimed at studying the components life successfulness: reflexive mechanisms (reflexive-technological, reflexive-axiological, reflexive-ontological); integral qualities (instrumental qualities, focus on success, life disposition); emotional experiences (practical experiences, moral experiences, existential experiences); value orientations (correlation of real and desirable orientations of success in life, subjective assessment of one's own success in life). The questionnaire is hosted on the Google Forms platform.

Statistically significant differences were not found in terms of measured indicators between men and women, and no significant correlations with age and teaching experience were found, so the data are provided for the entire sample.

Results

The results obtained during the implementation of the questionnaire «Life success» allow us to talk about the features of severity, qualitative content and the relationship between the components of life successfulness in the sample under study.

Comparison of the average indicators obtained on a sample of teachers and on a mixed sample during the validation of the methodology (which included representatives of different professional affiliations) showed that the results on the indicators of the methodology, except for indicators of reflexive mechanisms, have significant differences (the Kolmogorov-Smirnov criterion was applied for independent samples) (Table 1).

To a greater extent, compared with the indicators of the general sample, teachers expressed praxic experiences, existential experiences and a subjective assessment of their success in life. All groups of integral qualities, as well as moral experiences, are expressed to a lesser extent. At the same time, the indicator of mismatch of values is expressed by teachers to a lesser extent. The

severity of indicators characterizing the components of life successfulness relative to each other within the sample differs statistically significantly. The value of Friedman's criterion for reflexive mechanisms (reflexive-technological, reflexive-axiological, reflexive-ontological) is 17.862 (asympt. value 0.000); for integrative qualities (instrumental qualities, focus on success, life disposition) - 11.790 (asympt. value 0.003); for experiences (practical, moral and existential experiences) – 12.785 (asympt. value 0.003).

Table 1

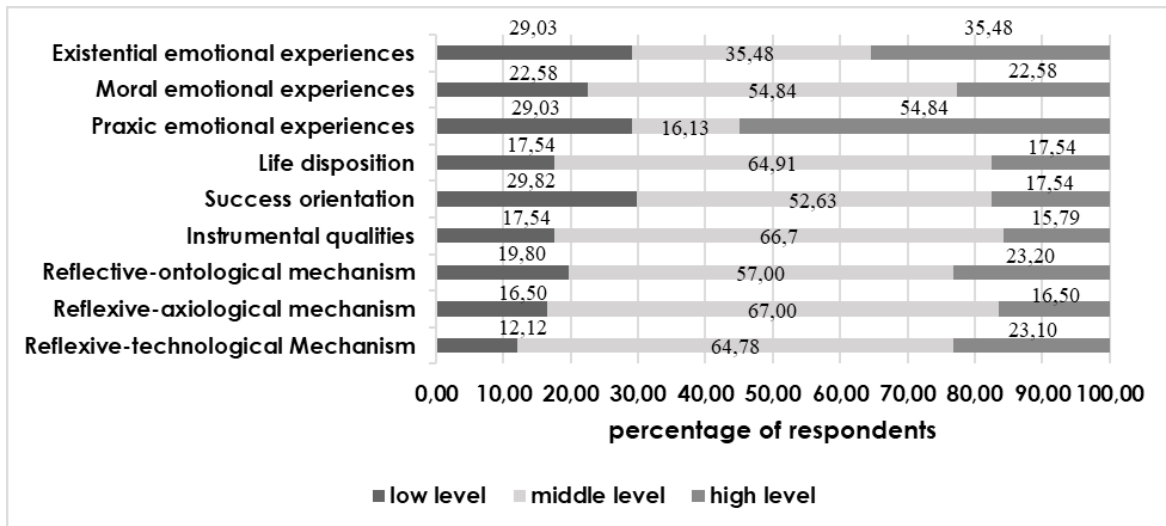
Average values of life successfulness indicators in the sample

Indicators of life successfulness components	Sample of teachers (21–77 years old, N = 164)		General sample of respondents (18–77 years old, N = 705)		Indicators of the Kolmogorov-Smirnov criterion	
	M	St.	M	St.	Values	Asympt.
Reflexive-technological Mechanism	6.43	1.20	6.52	0.86	0.521	0.949
Reflexive-axiological mechanism	6.11	1.13	6.11	0.78	1.092	0.184
Reflective-ontological mechanism	6.57	1.24	6.63	0.80	1.127	0.158
Instrumental qualities	6.48	1.37	6.86	0.70	1.570	0.014
Success orientation	6.36	1.49	6.82	0.67	1.546	0.018
Life disposition	6.55	1.47	6.96	0.72	1.421	0.035
Praxic emotional experiences	7.46	6.08	6.10	0.71	5.410	0.00
Moral emotional experiences	5.95	1.41	6.66	0.79	5.410	0.00
Existential emotional experiences	6.05	1.56	5.78	0.79	5.410	0.00
Divergence of value orientations	1.88	1.54	2.82	1.62	3.371	0.00
Subjective assessment of life successfulness	7.23	1.64	6.40	1.54	2.279	0.00

With a more detailed analysis of the results, a percentage ratio of the severity of the levels of formation of reflexive mechanisms, integral qualities and experiences of life successfulness was obtained (Fig. 1).

Figure 1

Percentage of the levels of severity of indicators of the components of life successfulness in the sample of teachers (in %)

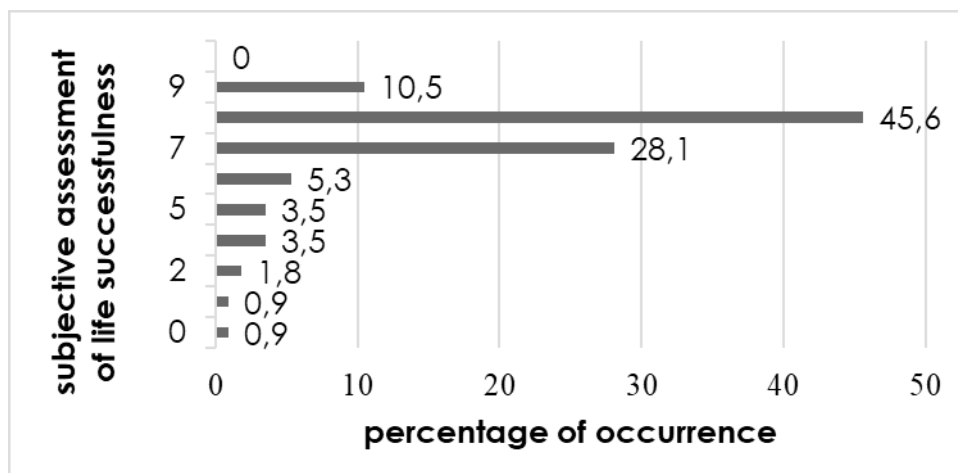


It can be seen from the diagram that all indicators have distributions over three levels. Basically, according to all indicators, the average level of design of the components prevails. There are indicators where the low level is most pronounced (practical experiences, existential experiences, focus on success), there is also an indicator with a clearly predominantly high level of manifestation - praxic experiences.

The average value of the subjective assessment of life successfulness is 7.23 on a ten-point scale. At the same time, the frequency distribution of responses is in the range from 0 to 9 (Fig. 2).

Figure 2

Frequency diagram of the subjective assessment of life successfulness in the study sample



The largest percentage of respondents (45.6 %) rate their own life successfulness at 8 points. A significantly smaller percentage of respondents who rated their life successfulness from 0 to 6 points.

The results of the ranking of values showed that both in the case of an ideal successful person and in a real situation, the values of family and health come first (Table 2).

Table 2

Value ranks in the sample

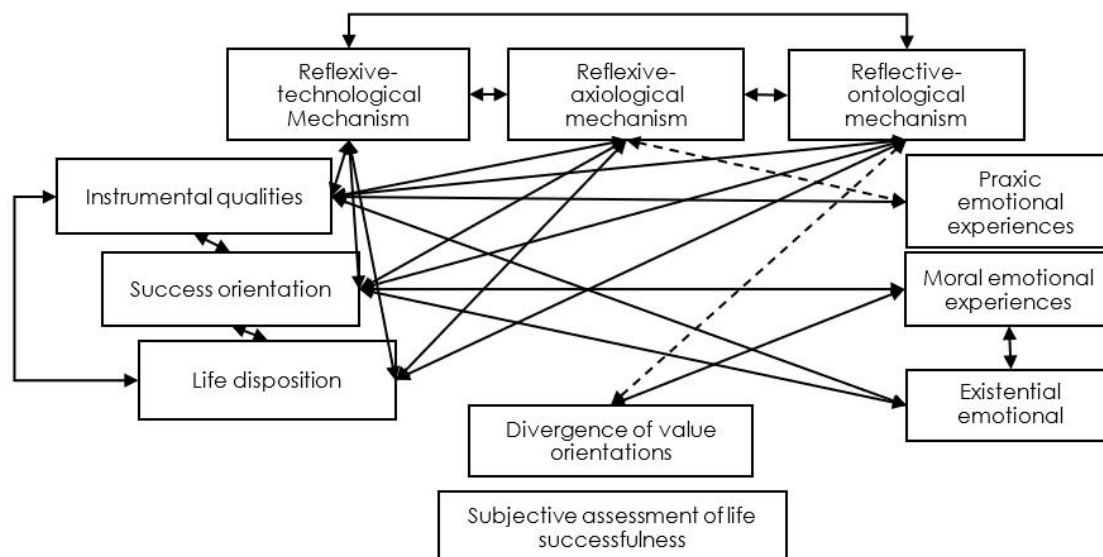
Values	Ideal Values	Real values	Sign test (G), at p = 0.05
Family	4.90	4.00	28
Physical and spiritual health	5.77	5.13	30
Interesting job	6.00	6.13	42
Material well-being	6.17	6.10	34
Career	6.30	6.90	25
Social status. prestige	6.80	7.93	75
Love	7.00	5.77	89
Self-development	7.07	6.90	43
Education	7.13	8.40	26
Good relationship. friendship	7.30	6.60	31
Spiritual growth	7.50	7.73	48
Independence	7.57	7.17	35
Achieving a result	7.57	7.10	51
Information possession	7.77	8.73	81
Meaning of life	8.27	8.27	15

Divergence of value orientation 1.88.

Further, value hierarchies begin to differ: in real life, love is the most significant, in an ideal situation - interesting work. The least significant values for both real and ideal situations are: the possession of special information, the meaning of life. The application of the criterion of signs showed that significant differences in ranks are inherent in the values of love, social status, and possession of information. On average, the discrepancy between ideal and real values is relatively small and amounts to 1.88 points.

Figure 3

Correlations of indicators of the components of life successfulness in the study sample



At $p \leq 0.05$, where a bidirectional solid arrow indicates a positive significant relationship, a bidirectional dashed arrow indicates a negative significant relationship.

Discussion

The analysis of the obtained data made it possible to get an idea about the features of the structural and functional organization of the meta-resource of life successfulness among teachers of higher education.

In the sample of teachers, a number of indicators differ significantly from the general sample, which is logically manifested in the severity of the levels of each indicator. A greater degree of severity of praxic emotional experiences compared to the general sample, as well as within the sample compared to other experiences, which indicates their important (perhaps even leading) role in the fulfillment of the resource function of success in life. These emotional experiences are associated with the implementation of activities aimed at goals and results: satisfaction and enthusiasm for the process of activity, fatigue from activities, satisfaction with the result of activities and the more vivid emotions associated with this (interest, cheerfulness, delight, joy, etc.).

A significant difference in the direction of the greatest severity is also inherent in existential experiences, which include: the experience of fullness, meaningfulness and significance of one's life, peak existential experiences.

Moral feelings are expressed to a lesser extent in relation to the general sample and within the studied sample. Although the resource possibility of this type of emotional experiences is great, especially for the implementation of professional pedagogical activities. These experiences

are indicators of the significance of the moral guidelines of the individual and contribute to the formation of the moral foundations of success in life. In situations associated with success, they manifest themselves in self-esteem, the significance of one's activity (profession), pride, love, altruism, patriotism, and duty.

The lower severity of all groups of integral qualities, compared with the general sample, indicates that their resource capabilities are used by teachers to a lesser extent. At the same time, the qualities that characterize the life disposition of the individual are most pronounced within the sample. They form a holistic attitude of the individual to success. This is manifested in the peculiarities of comprehension of reality, the creation and choice of life strategies based on existential values and meanings, life principles. These qualities include: optimism, realism, adherence to principles, resilience, inner freedom, self-confidence, active position, responsibility, conscience. Instrumental qualities determine the cognitive-behavioral and volitional capabilities of the individual in setting and achieving goals: the ability to formulate goals, the ability to predict the course of events, the ability to see what is happening from the outside, flexibility of thinking, developed imagination, flexibility of behavior, willpower, determination, perseverance, discipline. The development of qualities that characterize the orientation of the individual to success determines the ability of the individual to set value priorities, change value stereotypes, measure the value of one's own success with social norms, and find a balance between egoism and altruism. The combination of these qualities is represented by: the motivation to achieve success, the optimal propensity to take risks, the need for self-development, dedication to activities, leadership qualities, the ability to work in a team, and social interest.

The reflexive mechanisms of a person's life successfulness determine the ways of a person's reflexive work with their goals, values and meanings as interrelated contexts of life successfulness. An analysis of the severity of the reflexive mechanisms of life successfulness within the sample showed that the highest values are reflexive-ontological and reflexive-technological. The reflexive-technological mechanism is aimed at analyzing and predicting by the individual the most optimal ways to achieve the goal, comparing the goal and the result, showing flexibility in choosing the methods and means to achieve the goals. The reflexive-ontological mechanism consists in the reflexive processing and experiencing of life experience from the standpoint of the most universal life principles (rules, points of support), which are given in human existence and assimilated by the personality. The lower severity of the reflexive-axiological mechanism indicates that respondents may have difficulty understanding the significance of the goals and results of life. In particular, this is confirmed by a low assessment of the severity of statements related to the significance of professional activity for the individual and for society. Moreover, this trend is observed not only among teachers, but also among representatives of the general sample.

Respondents are characterized by a higher assessment of their own life successfulness, which is generally a positive thing, since, most likely, this is positively associated with self-attitude, self-presentation, etc. The majority of respondents (84.2 %) rated their life successfulness from 7 to 9

points on a ten-point scale. However, it is alarming that the sample includes respondents (3.6 %) who rated their life successfulness from 0 to 2 points.

The results of ranking the proposed list of values that are most important for success showed a typical picture for the Russian sample in many respects (Deeva, 2022b). The most significant was the value of the family, the average rank of which significantly exceeds the rest. Significant differences in ranks in values indicate that respondents consider social status and possession of information to be the most significant values that determine success, while love does not quite fit into their ideal ideas about success in life.

The results of the correlation analysis allow us to speak about the presence of a large number of relationships between the components of life successfulness, which in general indicates the structural and functional harmony of this meta-resource. The reflexive mechanisms of life successfulness are interconnected (0.732 – 0.790, $p \leq 0.01$), which indicates the integrity of the reflexive mechanism of life success. This is expressed in the analysis of one's own goals, meanings, values in the context of life events; forecasting their capabilities, ways to achieve goals, evaluating them from the standpoint of society in situational and event contexts. Positive significant relationships unite all groups of integral qualities (0.872 – 0.910, $p \leq 0.01$), which characterize the subjectivity of the personality and allow the most effective implementation of the value-semantic foundations of life successfulness. At the same time, the functioning of the reflective mechanisms is interconnected with integral qualities.

Emotional experiences have much less significant relationships both with the components of life successfulness and among themselves. Praxic emotional experiences, against the background of their high severity in the study sample, are not associated with moral and existential ones, and show one positive relationship with instrumental qualities (0.863, $p \leq 0.01$) and one negative relationship with the reflexive-axiological mechanism (–0.299, $p \leq 0.01$). The inconsistency of this relationship is manifested in the fact that instrumental qualities are positively interconnected with the reflexive-axiological mechanism (0.645, $p \leq 0.01$). That is, praxic experiences as a resource contribute to the actualization of instrumental qualities, but at the same time inhibit the work of the reflexive-axiological mechanism: there is a certain failure in the functioning of life successfulness as a meta-resource.

Moral emotional experiences are interconnected with a focus on success (0.381, $p \leq 0.01$) and a mismatch between real and ideal values (0.371, $p \leq 0.01$). This relationship suggests that the manifestation of motivation to achieve success, risky behavior, leadership, social interest, etc. in the sample of teachers are accompanied by a sense of duty, altruism, etc. The strengthening of moral experiences leads to the activation of the value hierarchy, the reassessment of values, which leads to their greater mismatch. The existing mismatch of values can be expressed in an internal conflict and activate moral experiences. These connections carry a resource potential for the formation of a personality through a moral assessment of the coordinates of one's life successfulness.

Existential emotional experiences have significant relationships with moral experiences (0.883,

$p \leq 0.01$), instrumental qualities (0.314, $p \leq 0.01$) and focus on success (0.440, $p \leq 0.01$), which indicates their existential significance and unlocks resource potential.

It should be noted that such an indicator as a subjective assessment of success in life does not have significant relationships with the components in the sample under study. This fact may indicate the lack of realism of this assessment, which, in turn, may interfere with the most productive functioning of the life successfulness meta-resource.

Conclusions

The results obtained in the study of the structural and functional organization of life success outlined the strengths and problematic aspects of the functioning of this meta-resource in the studied sample of higher school teachers.

The strengths are as follows.

The life successfulness meta-resource has a large number of interrelations between the components, which indicates its functionality, namely, the ability of respondents to show subjective activity, reflexively correlate life goals with results in the space of their own value-semantic field and socio-cultural conditions.

The most pronounced indicators in each component characterize specific resource opportunities for life successfulness, the actualization of which will contribute to the most efficient functioning of the meta-resource as a whole.

A slight discrepancy between the hierarchy of values in relation to reality and ideal success indicates a fairly harmonious value core of life successfulness, and a slight discrepancy in individual values, indicating the presence of internal contradictions, can be a source for self-development, rethinking the value hierarchy, building new options for life successfulness.

Such integral qualities as instrumental qualities and focus on success are interconnected with the largest number of indicators, which include emotional experiences as well, which indicates their greatest potential in the functioning of the life success meta-resource. Actualizing and forming these qualities, you can «start» the productive functioning of life successfulness.

The problems identified are as follows.

The lower severity of all groups of integral qualities indicates their insufficient actualization or formation and hinders the effectiveness of the functioning of life successfulness in general.

The presence in the sample of respondents who rated their life successfulness as less than two points on a ten-point scale, which indicates the presence of problems that may also affect the effectiveness of their professional activities.

The ambivalence of the relationship between praxic experiences and the reflexive-axiological mechanism, which is expressed in insufficient awareness of the significance of the activity performed.

A small number of significant relationships of experiences with the components of life successfulness, which indicates their incomplete involvement in the functioning of life success and a decrease in its subjective-sensory component - this is important when recognizing situations

of success, understanding the authenticity of goals and the significance of the activity performed.

Thus, the presented understanding of life successfulness as a meta-resource of the personality allowed us to approach the study of the personal resources of higher education teachers in the most holistic way. It is possible to improve the meta-resource of the life successfulness of higher school teachers in the sample under study, relying on strengths. Based on the proposed concept of life successfulness, it is possible to develop effective programs for psychological support and professional and personal development of teachers.

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Conflict of Interest Information

The author has no conflicts of interest to declare.