



INTRODUCTION

Time is a basic quality of the human being (Dasein). Time limitation determines the person's self-organization ways and forces it to select activities and to put main life values in good order. Every person strives to make his or her life as fruitful as possible. Thus time distribution, its direction, its assessment units, life rhythm and pace are the characteristics of self-organization that are implicit of every person's worldview.

Way of time self-organization is a condition and result of individuation so it is one of the most important parts of the personal identity. Every person needs to follow his or her own biologically determined and socially specified rules of time administration. It is necessary for every person to feel him- or herself in his place and time. **Regime habits sovereignty** is an agency's ability to manage the individual way to structure business and recreation time (Nartova-Bochaver, 2008). So infringement or distortion of time self-organization ways can be considered as one of basic deprivations.

Basing our study on theoretical researches we defined following parameters of time self-organization: waiting-realizing, interrupted-finished activity, order (first, second etc.), time counting out up or down, individual biological rhythm (nighthawks or skylarks), succession- simultaneity. According to some of these parameters we developed a questionnaire "Regime Habits Sovereignty" (RHS).

DESIGN AND METHODS

Participants were 175 adolescents from Moscow (average age 14,2 years, $SD=+1.60$), 61% were boys, and 39% girls. These adolescents were invited from the elite school, ordinary school, school for deviant adolescents, orphanage, centre of short term residence of under age criminals. Based on these institutions respondents have been divided into groups of so-called "successful" and "deprived" ("adverse") adolescents.

We used: "Regime Habits Sovereignty" (RHS) developed by author, Eysenck Personality Inventory (EPQ), "Temperament Inventory" by V.M. Rusalov, calculation of the academic average mark. We computed non-parametric criteria by Mann-Whitney and Spearman.

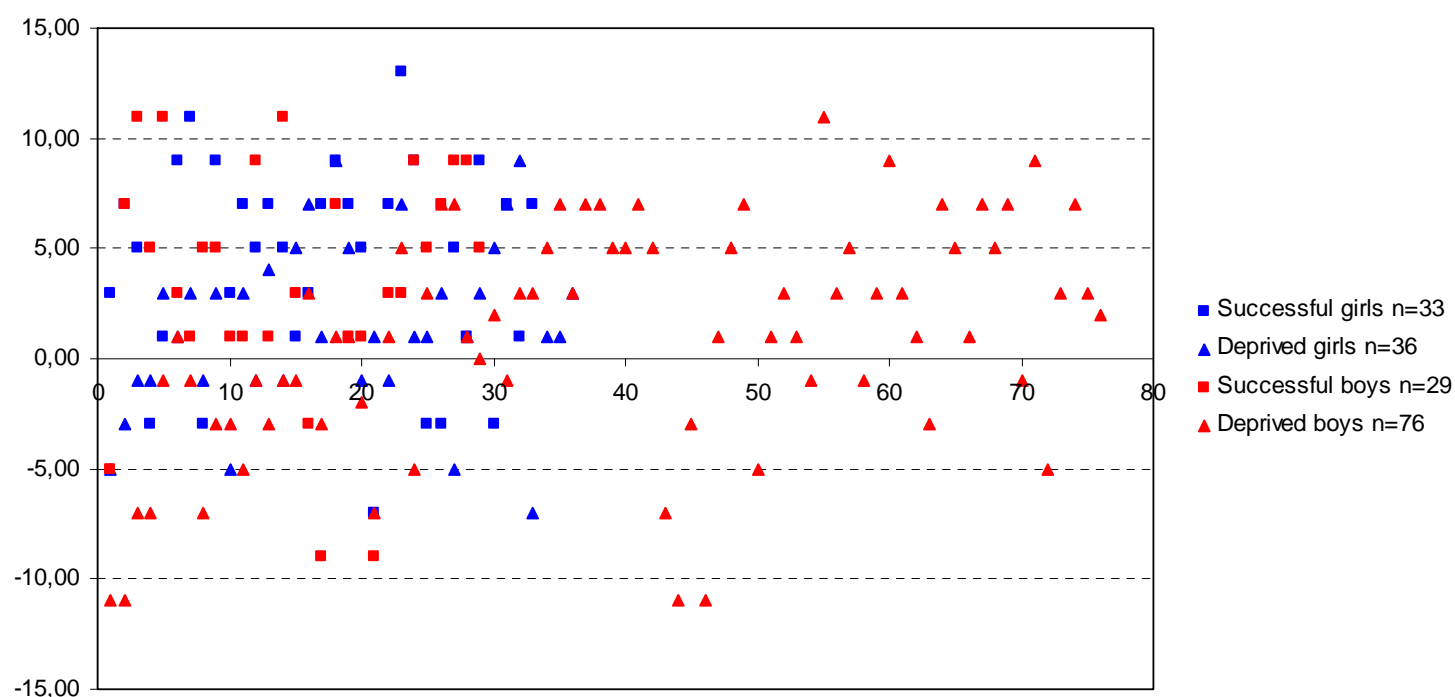
RESULTS

Comparing RHS-meanings in successful and adverse groups showed a significant difference ($p=0,013$ in boys, $p=0,008$ in girls) (Fig. 1).

We have also revealed negative relation to the Emotionality and to the Social emotionality subscales of Temperament Inventory for the mixed gender group ($p<0,01$), and in addition we have proved a positive connection to the Eurgency subscale and to the Pace subscale for girls only. This shows that emotional people more often act impulsively and undeliberately. Ability to control Regime Habits Sovereignty is caused by the temperament power.

We have also found a negative tendency in connection to Neuroticism by Eysenck ($p=0,2$ in boys, $p=0,07$ in girls), and positive one to school achievements in girls only ($p=0,11$).

Fig. 1.
RHS-scores
in successful and
deprived
boys and girls



CONCLUSION

Regime Habits Sovereignty is an important personal characteristic determining psychological well-being and personal successfulness. It is shown that adverse group members master their time-organization significantly worse in comparison with successful groups.

It is determined by gender and temperament.

Results need to be tested on the more volume sample and in connection to the more various parameters.

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HYPOTHESIS

Regime habits sovereignty is connected to the personal psychological well-being.

REGIME HABITS SOVEREIGNTY SCALE (RHS)

Regime Habits Sovereignty Scale (RHS) has been developed by the author as a subscale questionnaire "Personal Psychological Sovereignty". It has been tested concerning its psychometric characteristics. There are 13 scale items with key answers:

1. Even though it was time to go to bed I was usually allowed to finish watching my favorite TV-program (+).
2. It was common that my parents switched TV from my channel to another while I was watching it (-).
3. In our family it was forbidden to have a snack between breakfast, dinner and supper (-).
4. I remember being sad because I had to go to bed earlier than usual (-).
5. I often got sad when I couldn't finish my play because I was called by my parents (-).
6. My parents helped me with my homework despite me being able to do it myself (-).
7. I often got sad when adults took me to visit without telling me in advance about it (-).
8. It annoyed me if adults didn't inform me about their plans (-).
9. If my friend and I had plans, my parents usually tried to change them (-).
10. It was common for my parents to always know my daily routine (-).
11. If the soup was too hot I might eat the second dish at first: my parents didn't forbid it (+).
12. Checking my homework my parents always paid attention to the order of subjects (at first the main subjects, then accessory ones) and were angry if this order was broken. (-).
13. When I didn't do my homework but did it in the pause my parents never railed at me: victors need never explain (+).

The total score can be calculated due to the formula: $SRH= 1-2-3-4-5-6-7-8-9-10+11-12+13$.

OBJECTIVES

To investigate the personal correlates of the Regime habits sovereignty in Russian adolescents.