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IDENTIFICATION AND DESCRIPTION OF INDIVIDUAL LIFESTYLES AS CHARACTERISTICS OF LIFE ACTIVITY

Recent research suggests that individual values play a significant role in the structuring and functioning of a lifestyle. In the present study we empirically examine the relation between individual values and lifestyles and describe its peculiarities. The article covers the results of quantitative content analysis and principal component analysis, carried out for empirical indicators of lifestyle for Ukrainian high school students and undergraduates ($N = 170$). The results are presented by eleven components distinguished as a result of the empirical study, which describe individual lifestyles in their connection with basic human values. Our findings suggest that basic human values serve as the ground for individual lifestyle construction and life practices or arrangements.

Keywords: individual lifestyle; individual values; lifestyle construction; life practices.

INTRODUCTION

In 1981, Sobel noted: “*Lifestyle* is currently one of the abused words of the English language. Social scientists, journalists, and laymen use it to refer to almost anything of interest, be it fashion, Zen Buddhism, or French cooking” (Sobel, 1981, p. 1). Thirty years later, the problem of the operationalization and conceptualization of lifestyle is still analyzed within different directions of humanistic thought; however, there is no unified point of view on the meaning of this

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concept. This fact hinders the definition, description, and systematic study of the functional peculiarities of the phenomenon. In this context, the fundamental questions about the structure of lifestyle remain open.

One more reason behind the scientific interest in studying the concept of lifestyle from the psychological standpoint is the fact that in the same conditions and at the same stages of life people organize their lives in completely different ways and do not always act according to the circumstances. So far, it has been suggested that value orientations can influence the formation of an individual's lifestyle. For instance, it has been stated that lifestyle as a set of behaviors may be explained and justified by a set of related values, attitudes, and orientations (Stebbins, 1997). According to Plummer (1974), one of the measures of lifestyle is the things of importance in one's immediate surroundings as well as opinions constituting the view of oneself and the surrounding world. Johansson and Miegel (1992) recognized that the constant change in societal and cultural values held by particular social groups played a key role in individual values. Nie and Zepeda (2011) define lifestyle as a mixture of habits, conventional ways of doing things, and reasoned behavior, which is underpinned by values and attitudes. Lifestyle is also defined as a social and psychological construct that covers the set of individual values along with the form and content of an individual's life activity (Shvalb, 2003; Tytarenko, 2014). Brunso, Scholderer and Grunert (2004) defines lifestyle as a system of individual differences in the habitual use of declarative and procedural knowledge structures that intervene between abstract goal states (personal values) and situation-specific product perceptions and behaviors.

The supposition about the role of individual values in the structuring and functioning of a lifestyle may seem explanatory; nevertheless, empirical research into this problem is lacking. Based on the previous research studies (Malyna, 2009; Nie & Zepeda, 2011; Bardi & Schwartz, 2003; Brunso et al., 2004; Tytarenko, 2014), I concluded that there was a link between individual lifestyles and personal values that defined the peculiar arrangements of individual life practices.

Therefore, the objective of the present study was to empirically examine the link between individual values and lifestyles. To be more specific, the aim of this paper is to demonstrate the presence of the value ground in individual lifestyles as well as to define and describe the peculiarities of this relation. The study will shed more light on the influence of values on individual lifestyles and help establish future directions in research on this problem. The article comprises notion operationalization, the description of empirical research, as well as the presentation and discussion of results.

LIFESTYLE IN HUMANITIES AND SOCIAL SCIENCES

The notion of lifestyle was first introduced into the field of sociology by Weber, Roth and Wittich (1922), who considered it to be the most important criterion for the stratification, existence, and preservation of status groups in society. The idea of lifestyle as a basis for social stratification was developed in the works of Bourdieu (1998), who viewed it as a product of habitus and defined it as a system of established social practices. Toffler (1970) emphasized the individual dimension of lifestyle. He presented lifestyle as a set of conscious and unconscious connections between an individual and subculture, which defines the mode of existence of an individual by introducing a certain order, principles, and values into their life. Giddens (1984) described lifestyle as routinized practices, namely choices, behaviors, attitudes, and beliefs. Lifestyle has also been addressed in the consumer approach (Sobel, 1981) as a way in which behavioral patterns that reflect individual and societal identities are organized. This perspective is quite similar to the cultural approach, where lifestyle is seen not only as a consumption feature but also as the way in which cultural products are created (Chaney, 1996). Ukrainian sociologist Sokhan (1982) regarded lifestyle as an individually assimilated mode of behavior, communication, and activity that is typical for a certain category of people. Based on the aforementioned findings, we can conclude that within the sociological approach the notion of lifestyle was considered to be either a complex of social practices that serve as a basis for social stratification or as a choice of social practices that involves the self-identification of an individual with different subcultures or cultural groups to which he or she belongs.

Within the framework of psychological science, the notion of lifestyle was developed along the following lines. Firstly, it was addressed by the psychoanalyst Adler (1927), who defined it as a defensive tendency that manifests itself as a way in which individuals seek to accomplish goals in their lives. A further elaboration was proposed by Lombardi, Melchior, Murphy and Brinkerhoff (1996), who viewed lifestyle as a complex of individual defenses that define life activity, patterns of social behavior, perception of the self and the world, and life adaptation manners. Plutchik and Plutchik (2003) developed the idea of lifestyle as a set of psychological defense mechanisms. In the context of the humanistic paradigm, lifestyle was presented as an integral formation of individual dispositions within human behavior (Allport, 1968). In cognitive psychology, lifestyle is defined as a multidimensional hierarchical system that integrates and modulates

information by coordinating cognition and affective responses by selecting particular modes of processing (Royce & Powell, 1981). A special approach is presented by scientists who view lifestyle as a strategic way of individual communication with physical and social surroundings. In this context, lifestyle tended to be defined as a set of strategic ways of an individual's interaction with the physical and social environment, which present themselves as sustainable ways and forms of life organization (Sardzhveladze, 1989; Leontiev, 2006). According to Jensen (2008), at the individual level lifestyle can be defined as a pattern of repeated acts that is rooted in beliefs about the world and oneself, guided by intentions to attain goals, and regulated by social feedback as well as by access to artefacts. Similarly, lifestyle can be defined as a set of organized life activities, primarily leisure activities (Larson, Richards, Sims & Dworkin, 2001; Larson, Hansen, & Moneta, 2006), and as a contrasting pattern of how people spend their time (e.g., work, leisure, education, consumption, family life) (Jindra, 2014). Overall, this approach envisages a multifaceted coverage of spheres of human activity and self-regulation and postulates an active position of an individual in relation to the design of their own life. Likewise, lifestyle can be defined as a specific organization of life practices, provided that life practices are characterized by the regularity and recurrence or behavioral patterns.

In the present study, I understand lifestyle as a characteristic of an individual's life activity that manifests itself in regular behavior patterns at various levels of this activity, namely: (1) an individual's general interaction with the world, (2) life strategies and tactics, and (3) cultural preferences. Describing lifestyle as a characteristic of life activity and a product of an individual's interaction with the environment, it is necessary to consider it as a manifestation of subjectivity and individuality, which can reflect personal life choices and self-actualization prospects in the form of a certain social quality in a specific context of relations with the world.

Consequently, the first level involves identifying the nature of an individual's relationship with the world, the general direction of an individual's activity, the determination of life practice peculiarities while the practical implementation of these relationships takes place at the level of life strategies and tactics. Life strategy is understood as a means of life organization and life flow regulation, which is reflected in the identification and attainment of personal goals. Life strategies may therefore serve as indicators of an individual's relationship with the world, as their attitude towards it and their own life, which manifests itself in the way life tactics are chosen and implemented. Life tactics, in turn, are presented as conscious, partly conscious, or unconscious programs of action, which are re-

flected in a complex system of the individual's everyday choices in real life conditions; they are aimed at the attainment of goals and at the realization of terminal and instrumental values. The level of cultural preferences not only manifests individual cultural preferences in various spheres of life, but also includes stylistic self-representation, namely the system of choices an individual makes in favor of certain types of clothing, everyday usage, and daily routine.

As an integral characteristic that exists on several levels of life activity, lifestyle cannot be directly observed by researchers but requires the study of its manifestations at each of these levels. To measure lifestyle, I chose the methods of quantitative content analysis and principal component analysis.

METHOD

Participants

One hundred and seventy Ukrainian high-school students and undergraduates participated in the research in exchange for a free-of-charge individual counseling session ($N = 170$, $M_{\text{age}} = 16.2$, $SD = 1.31$) in the spring of 2016. The sample included participants from several educational establishments: a private school ($N = 38$, $M_{\text{age}} = 14.06$, $SD = 0.63$), a state school ($N = 38$, $M_{\text{age}} = 15.5$, $SD = 0.60$), and a medical college ($N = 94$, $M_{\text{age}} = 17.1$, $SD = 0.85$). 22.35% of participants in the sample (private and state school students) lived in a big city (Kyiv), while 55.3% (college students) were from a smaller city (Kherson). The selection of several educational establishments from different locations helped recruit participants of different ages and backgrounds. The sample included 45 male and 125 female respondents.

The participants' age was determined by the objectives of a broader research project, which consists in studying the mediating factors of the influence of value orientations on lifestyle. The age of adolescence and youth can be viewed as periods when self-esteem is actively formed (Tanti, Stukas, & Halloran, 2008) and role models take on a particular importance; both can be considered key factors mediating the influence of value orientations on lifestyle. Moreover, this age period can be regarded as the first stage at which individuality is realized and manifested in life choices as life tasks are set and life practices based on individual preferences are constructed and selected (Malyna, 2009). All these considerations determined the choice of 14-to-24-year-old participants for the study of the lifestyle-value relationship.

To form the sample, I used non-probability consecutive sampling. The initial sample consisted of 200 participants. After data collection, data from 30 participants were excluded due to partially missing responses. Thus, the final sample of 170 participants represents a participation rate of 85%.

Procedure and Materials

The data collection procedures in all educational establishments took place during classes upon previous agreement with the school administration. Data were collected during one meeting with the participants in each educational establishment. All participants were thoroughly instructed on the procedure, completion time (60 minutes for all tasks), and the sequence of tasks. Each participant was asked to write two short essays on the topics suggested by the researcher and then to complete the questionnaire, although no strict limitations were imposed on the participants regarding the sequence of tasks. In addition, the participants were instructed to provide answers that contained their immediate thoughts and ideas.

Measures

Based on the fact that lifestyle in its broad sense can be viewed as a manifestation of subjectivity and individuality at different levels of life activity, a presumption was formed that the standardized and formalized methods of empirical research would have lower measurement efficacy, since they may significantly limit the diagnostic potential by reducing it to formalized answers elicited from the respondent (Boyd et al., 2015). On the contrary, operationalizing the concept of lifestyle entails the need for precise specification to measure every structural element of the phenomenon investigated (Miseng, 2018). Bearing in mind the structural complexity of lifestyle, I considered each of its elements separately and successively in terms of diagnostic potential and measurement methods.

Measuring lifestyle manifestation at the level of general interaction between the individual and the world. The essay writing task was aimed at investigating lifestyle at the level of general interaction of the individual with the world and consisted in writing two essays on the following topics: “What is the world for me?” and “Who am I to the world?” The first essay allowed each participant to convey a personal attitude to the world and the surroundings, while the second one was meant to reveal the character of the relationship between the individual and the world. The essay topics were formulated in such a way as to enable the

participants to present their stance in the context of their overall interaction with the natural, social, and spiritual environment.

Measuring lifestyle manifestations at the levels of life strategies and tactics and cultural preferences. I used a specially designed questionnaire, with the following questions: “What are your life goals?,” “What are you planning to do in your life within the next 10 years? Please mention seven activities,” and “What is your favorite style of clothes?” The first question is aimed at identifying the individual’s life goals and his or her idea of the desired future, while the second one invites the respondent to elaborate on the global ways (tactics) of fulfilling these intentions in the next 10 years. The third question focuses on eliciting information on individual preferences in a particular cultural sphere: in this case, accessory preferences.

Data Analysis

The text array was subjected to quantitative content analysis, the purpose of which was to determine the quantitative text structure for further statistical analysis. The text analysis consisted of the following steps: primary text array analysis, the choice of the unit of observation, the finalization of units of analysis, the definition of analysis categories, and the analysis of the collected data (Prasad, 2008).

Text Analysis

During the primary textual data analysis, I noticed that each individual response consisted of personal judgments and beliefs that described individual attitudes, relationships, plans, goals, and intentions. In my opinion, the majority of the judgements might be semantically linked with the ten value-motivational blocks identified by Schwartz (1992). Based on the researcher’s personal observations, a decision was made to introduce Schwartz’s ten value-motivational blocks as the main categories of the analysis (Figure 1).

To cover all levels of lifestyle manifestation, an individual response to every written task set before the participants (each of the two essays, every separate question in the questionnaire) was chosen as a unit of observation. Value judgement was chosen as a unit of textual array analysis. A value judgement is a judgement based on an individual set of values that expresses individual attitudes, positions, goals, and action plans.

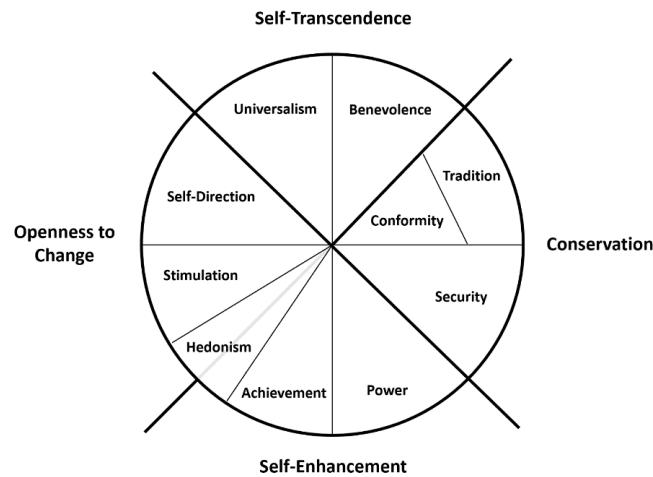


Figure 1. Circular structure of values according to Shalom H. Schwartz.

As mentioned above, the ten values from Schwartz's theory (Conformity, Tradition, Benevolence, Universalism, Self-Direction, Stimulation, Hedonism, Achievement, Power, and Security) were selected as the main categories of text analysis. The categories can be described as follows:

1. *Conformity*. This category covers judgments that depict the respondents' inclination to restrain themselves from acting in ways that may harm others or are socially inappropriate; it points to the importance of self-discipline, courtesy, and respect for parents and elders.

2. *Tradition*. This category covers judgments that are related to the respect of traditions and customs as well as to the preservation of ideas that exist in culture and religion and may appear in the form of respect for traditions, piety, obedience, and acceptance of one's destiny.

3. *Benevolence*. The judgments that belong to this category reflect the importance of the existence and well-being of the immediate environment (family, relatives, friends).

4. *Universalism*. These judgements are associated with the desire to change the world and the environment for the better and to work for the public good.

5. *Self-Direction*. This category comprises judgments about the necessity of exploring the world, thinking and acting independently, gaining experience, choosing, and creating.

6. *Stimulation*. This category encompasses judgments that stem from the goal of obtaining impressions, experience, novelty, and challenges in life.

7. *Hedonism*. These judgements reflect the goal of experiencing pleasures, sensual gratifications, enjoyment of life, entertainment, and a sense of happiness.

8. *Achievement*. The judgements in this category reflect the desire to succeed (personally and professionally) by demonstrating competence according to social standards as well as to gain public approval and authority that is not related to financial benefits.

9. *Power*. This category is associated with judgments that reflect the importance of gaining material wealth and profit, social status and prestige, control, and dominance.

10. *Security*. This category expresses the desire for safety as well as harmony and stability in the environment, society, and relationships.

I predicted, however, that the above categories would not fully cover the content of the text array. Therefore, the judgements that did not fall under the previously defined categories were further analyzed and, based on their semantic load, several additional categories of analysis were introduced, namely:

1. *Education and Career*. This category covers judgements that reflect the need for education as well as professional and career development.

2. *Self-Development*. This category covers judgements that manifest the desire to develop oneself, maximize one's potential, and contribute to personal development.

3. *Emigration*. The judgements falling into this category reflect the desire to emigrate or change one's place of living.

The categories of analysis that represent accessory preferences were formed separately. These categories are: "Casual," "Classic," "Emphasizing femininity/masculinity," "Mood-related clothes," "Brand clothes and other fashionable styles," "No favorite style / List of clothes,"¹ "Colorful clothes & Individual style,"² and "Comfortable clothes." Examples of participants' individual responses classified into each category are provided in Table 1.

¹ The respondents reported not having a favorite style of clothes but listed the clothing items they liked to wear.

² The respondents preferred to choose colorful clothes or indicated an individually developed style of clothing as their favorite one.

Table 1. *Examples of Individual Responses by Category of Analysis*

No	Category	Level of an individual's general interaction with the world		Life strategies and tactics level	
		<i>What is the world for me?</i>	<i>Who am I for the world?</i>	<i>What are you planning to do in your life within the next 10 years?</i>	<i>What are your life goals?</i>
1	<i>Conformity</i>	"The world is a big place and I am a small grain in it"; "I am a person to follow the world's rules"	n/a	n/a	n/a
2	<i>Tradition</i>	"This is a place where you have to respect and look up to others"	"I am God's child"	"I will be serving God and be His good child"	"I want to find unity with God".
3	<i>Benevolence</i>	"The meaning of everything lies in the family"; "I am surrounded by nearest and dearest people"; "The most important thing for each person is a family"	"My place is where I am loved"; "We live to make a family"; "We live to love and to be loved"	"I will get married"; "I will build a family"; "I will help my parents"; "I will keep in touch with friends"	"I want to become a good parent"; "I want to find a person to build a big family with"; "I want to give birth to kids"; "I want to look after my parents"
4	<i>Universalism</i>	"You have to change the world for the better"; "This is a place where one should fight for justice"; "This place is to be improved"	"I want to do something useful for this world"; "My aim is to help people in need"; "I need to contribute to society"	"I will help homeless animals"; "I will be volunteering at the hospital"; "I will help people for free"	"I want to build a hospital for people",
5	<i>Self-Direction</i>	"The world is the place for my self-realization"; "The world is the place where I can show myself as a personality"; "The world gives me the opportunity to develop myself"	"I am a personality"; "I have my own life mission"; "I am a human being in search of my own life path"; "I will find my vocation"	"I will explore myself"; "I will fulfill my dreams"; "I will be looking for my life path"; "I will do what I feel I need to do".	"I want to find a <i>beloved</i> job"; "My goal is self-expression"; "I want to become worth something"
6	<i>Stimulation</i>	"My world is boring"	"You have to admire the world, its beauty and art"; "I must fight the boredom of existence";	"I will be travelling a lot"	"I want to visit many countries"
7	<i>Hedonism</i>	"This place is full of fun"; "One has to enjoy life"	"I am here to be happy"; "We are created to celebrate life.	"I am planning to be happy"; "I will do what I like",	"I want to be happy"; "I want to enjoy life"
8	<i>Achievement</i>	"You have to fight to be successful"; "The world is the place where you have to do your best to keep up with the others"	"I want to become a highly qualified professional"; "I will become famous"; "I should find a <i>prestigious</i> job"	"I will be working hard to get the best results"; "I will choose the most prestigious educational establishment"	"I want to become a professional well-known abroad"; "I want to become successful"

9	<i>Power</i>	“Money rules the world”	“I will earn a lot of money”	“I will launch my own business”; “I will find a <i>well-paid</i> job”	“I want to earn a lot of money”; “I want to build a house and buy a car”
10	<i>Security</i>	“The world is cruel: people kill each other”; “The world is cruel, no love is left”; “The war in eastern Ukraine is a problem to all of us”	“I want this war to end”; “I want people not to be egoistic: they should not ignore you when you need help”	“I will try to be healthy”; “I will join the army”.	“I want my home back”
11	<i>Education and Career</i>	n/a	n/a	“I will be climbing the career ladder”; “I will be studying”; “I will be learning foreign languages”; “I will graduate”; “I will be looking for a part-time job”	“I want to study in the best university”; “I will obtain a PhD”; “I want to graduate cum laude”
12	<i>Self-Development</i>	n/a	n/a	“I will be developing my talents”; “I will be working on my personality and character”; “I will be changing habits”	“I want to fight my fears”; “I am an interesting and multi-faceted personality.”
13	<i>Emigration</i>	n/a	n/a	“I will be considering different countries for living”	“I will move abroad”; “I will go abroad to study”

The frequency indices were calculated by dividing the total number of judgments in each category by the total number of value judgements in each individual response (separately for each of the essays and questions in the survey). The frequency indices was presented in the form of decimal fractions and varied from 0.1 to 0.9 in those cases when value judgements fell into more than one category. Zero value (“0”) was used when value judgments were absent in the individual response, whereas “1” was used when all value judgements in the response fell under one category. For each category that reflected clothing preferences, one of two anchor points were chosen, depending on the presence or absence of a given characteristic in the respondents’ answers: 0—*the characteristic is not present*, 1—*the characteristic is present*. All in all, 54 categories were formed, 52 of which were applied thereafter as empirical indicators of lifestyle and as variables for further statistical analysis.

Statistical Analysis

To identify components and statistically significant correlations between the lifestyle indicators at different levels of lifestyle manifestation, I selected the method of principal component analysis with Kaiser normalization (performed using SPSS 22). The procedure of principal component analysis was divided into two parts. The first procedure included only those variables that were identified as empirical indicators of lifestyle at the level of an individual's general interaction with the world and at the level of life strategies and tactics, whereas the second procedure was performed for the full set of variables, including cultural preferences. The two variants were needed to ensure the stability of the component structure due to the heterogeneity of the variables subjected to analysis. The clothing preference variables are presented as binary variables whereas the remaining ones are presented as numerical variables. To avoid the risk of component structure distortion, I decided to perform two procedures, which was also meant to help solve the problem of statistical power. In both procedures, the Kaiser criterion was applied to determine the number of components for extraction. Their number suggested for extraction based on the Kaiser criterion was large and therefore less likely to meet the needs of the study. Therefore, the number of components for extraction was determined by the minimum acceptable percentage of the variance explained (50% of total variance explained) (Hair, Black, Babin, & Anderson, 2010).

RESULTS

As a result of the content analysis of open-ended responses obtained from the participants, the empirical indicators of lifestyle were defined. I found that each value category was present at each lifestyle manifestation level, which is proven by the mean values for each variable presented in Table 2. As can be seen, some mean values for the variables are notably higher than others. Moreover, the variables that represent the categories of Benevolence and Self-Direction have higher values at all levels of lifestyle representation. It must be noted that the variables formed based on the "Who am I to the world?" essay include a larger number of variables with mean values higher than 0.1. The variables in the Education and Career category also have notably higher mean values compared to the rest of the variables at the level of life strategies and tactics of lifestyle manifestation. The prevalence of some values over others may possibly reflect the age specifics of the sample (14-to-24-year-olds).

Table 2. Mean Values for Content Analysis Categories

Category variable	Mean	Category variable	Mean	Category variable	Mean	Category variable	Mean	Category variable	Mean
Level of an individual's general interaction with the world			Life strategies and tactics level				Cultural preferences level		
<i>What is the world for me?</i>		<i>Who am I for the world?</i>		<i>What are you planning to do in your life within the next 10 years?</i>		<i>What are your life goals?</i>		<i>What is your favorite style of clothes?</i>	
Essay 1. Conformity	0.02	Essay 2. Conformity	0	Plans. Conformity	0	Life goals. Conformity	0	Casual clothes	0.61
Essay 1. Tradition	0.01	Essay 2. Tradition	0.01	Plans. Tradition	0.01	Life goals. Tradition	0.00	Classic clothes	0.24
Essay 1. Benevolence	0.23	Essay 2. Benevolence	0.18	Plans. Benevolence	0.16	Life goals. Benevolence	0.19	Mood-related clothes	0.04
Essay 1. Universalism	0.06	Essay 2. Universalism	0.18	Plans. Universalism	0.02	Life goals. Universalism	0.02	Emphasizing femininity/masculinity	0.23
Essay 1. Self-Direction	0.29	Essay 2. Self-Direction	0.26	Plans. Self-Direction	0.11	Life goals. Self-Direction	0.10	Comfortable clothes	0.04
Essay 1. Stimulation	0.06	Essay 2. Stimulation	0.03	Plans. Stimulation	0.07	Life goals. Stimulation	0.03	Colorful clothes & Individual style	0.07
Essay 1. Hedonism	0.02	Essay 2. Hedonism	0.02	Plans. Hedonism	0.05	Life goals. Hedonism	0.04	Brand clothes and other fashionable styles	0.08
Essay 1. Achievement	0.08	Essay 2. Achievement	0.15	Plans. Achievement	0.06	Life goals. Achievement	0.20	No favorite style/List of clothes	0.08
Essay 1. Power	0.00	Essay 2. Power	0.02	Plans. Power	0.06	Life goals. Power	0.07		
Essay 1. Security	0.14	Essay 2. Security	0.01	Plans. Security	0.00	Life goals. Security	0.01		
				Plans. Education and Career	0.32	Life goals. Education and Career	0.21		
				Plans. Emigration	0.01	Life goals. Emigration	0.02		
				Plans. Self-Development	0.07	Life goals. Self-Development	0.02		

In the first procedure of analysis, 42 variables that describe the empirical indicators of lifestyle at the level of general interaction of the individual and the world and at the level of life strategies and tactics were subjected to the procedure of principal component analysis with Varimax (orthogonal) rotation. The analysis yielded 11 components explaining a total of 52.43% of the variance. The results are presented in Table 3. The loadings higher than 0.4 are given in bold. As the previous procedure did not include binary variables, I decided to conduct the second procedure for the full set of values. The analysis yielded 12 components explaining a total of 52.42% of the variance. The results are presented in Table 4. The loadings higher than 0.4 are given in bold.

Table 3. *Components Derived From the Principal Component Analysis of Empirical Indicators of Lifestyle at the Levels of an Individual's General Interaction With the World and Life Strategies and Tactics*

Variable	Component										
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11
Essay 1. Conformity	-.05	.00	-.01	.11	-.08	.09	.16	-.12	.01	.51	-.03
Essay 1. Tradition	.06	-.06	.02	-.12	.23	.16	.06	-.01	.52	.06	-.30
Essay 1. Benevolence	-.10	-.15	-.35	-.20	-.11	.18	.05	-.50	.22	-.05	.00
Essay 1. Universalism	-.02	.56	-.17	.12	-.02	-.24	.26	-.17	.04	.08	.07
Essay 1. Self-Direction	-.11	-.10	.02	.01	.02	.08	.06	.77	.06	-.16	-.05
Essay 1. Stimulation	-.04	-.01	-.01	.14	.05	-.11	-.52	.16	.18	.01	.41
Essay 1. Hedonism	-.00	.17	.12	-.02	.03	-.02	-.08	.05	.04	.56	.00
Essay 1. Achievement	.00	-.08	-.06	-.03	.07	.16	-.05	-.01	-.60	.16	-.14
Essay 1. Security	.30	.00	.53	-.00	-.02	-.06	.10	-.30	-.03	-.16	-.01
Essay 2. Tradition	.80	-.03	-.06	-.08	-.05	-.02	.01	-.01	-.10	-.01	.00
Essay 2. Benevolence	-.06	.02	-.07	-.64	-.03	.19	.27	-.25	.05	-.23	.09
Essay 2. Universalism	-.09	-.25	.15	.17	.25	-.32	.42	.17	-.08	.02	.03
Essay 2. Self-Direction	.06	-.10	-.16	.21	-.09	-.07	-.70	.02	-.21	-.06	-.14
Essay 2. Stimulation	.00	.66	-.04	.01	-.05	.04	.01	.17	-.04	.26	-.06
Essay 2. Hedonism	-.02	.73	.05	.04	.09	-.01	.02	-.04	.07	-.21	-.07
Essay 2. Achievement	-.06	-.08	-.11	.32	-.03	.37	.07	.16	.45	.13	.17
Essay 2. power	-.06	.18	.47	.02	-.05	.00	-.08	-.10	.03	-.25	-.25
Essay 2. Security	-.00	.00	.24	-.04	-.08	-.16	-.02	.01	.08	.07	.54
Plans. Tradition	.94	-.03	-.02	.02	-.02	.03	-.03	-.04	-.05	-.01	.01
Plans. Benevolence	-.04	-.24	-.06	-.69	-.06	.04	-.01	.00	.03	-.10	-.02
Plans. Universalism	-.02	-.09	-.11	-.25	.36	.16	.00	.17	-.08	-.17	.36
Plans. Self-Direction	.23	.10	-.37	.46	-.12	.14	.20	-.02	.23	-.14	.06
Plans. Stimulation	-.04	.01	.05	.09	-.28	.59	-.01	-.12	-.20	.17	.03
Plans. Hedonism	-.08	.57	.06	.02	-.11	.11	-.20	-.06	-.15	.07	.12
Plans. Achievement	.01	.11	-.05	-.24	-.31	.04	-.06	.45	-.03	.16	-.07
Plans. Power	-.07	-.04	.06	-.05	.62	-.06	.03	-.19	.15	.11	-.28
Plans. Security	-.02	-.10	-.12	.28	-.06	.11	.37	.28	.06	-.19	-.05

Plans. Education and Career	-.14	-.00	-.03	.05	-.16	-.76	-.01	-.13	-.07	.05	.01
Plans. Emigration	.01	-.05	.78	.03	-.07	.05	.01	.07	.14	.13	.21
Plans. Self-Development	-.13	-.01	.04	.47	.02	.35	.01	-.04	.02	-.03	-.02
Life goals. Tradition	.92	-.01	-.00	.07	.01	-.02	-.01	-.03	.02	-.03	.01
Life goals. Benevolence	.09	-.12	-.27	-.36	-.13	-.01	.20	.16	.33	.24	-.23
Life goals. Universalism	-.03	.05	.00	.08	.66	-.03	-.05	.06	-.02	-.10	.18
Life goals. Self-Direction	-.08	.12	.03	.10	.07	.31	-.50	-.01	.17	-.37	-.03
Life goals. Stimulation	-.02	.36	-.20	.02	.11	.11	-.13	.19	-.07	.34	.10
Life goals. Hedonism	-.04	.06	-.05	.01	.03	.17	.05	-.19	.00	-.06	.70
Life goals. Achievement	-.05	.15	-.07	.09	-.03	.07	.33	.17	-.54	-.22	-.08
Life goals. Power	-.06	-.13	-.09	-.06	.52	-.09	-.01	-.16	.06	.44	-.18
Life goals. Security	.73	-.04	.19	-.02	.04	.14	-.01	.03	.26	-.00	-.10
Life goals. Education and Career	-.16	-.13	.14	-.03	-.46	-.32	-.12	-.14	.18	.01	.02
Life goals. Emigration	-.03	-.12	.58	.03	.01	.06	.10	.16	-.01	.11	.05
Life goals. Self-Development	-.05	-.22	-.03	.36	-.08	.04	-.12	-.22	-.10	-.10	-.01

As expected, during the rotation procedure performed for the full set of variables, the component structure underwent a slight change; overall, however, it seems to be quite similar to the one that was obtained during the first procedure. Furthermore, the internal structure of some of the components underwent a slight change, but this did not significantly affect the overall component structure. Based on this, I concluded that the results of the second procedure of principal component analysis should be considered for further interpretation.

Component 2.8, which has no match among the components obtained during the first rotation procedure, absorbed the variables that represent only the accessory component of lifestyle. It is interesting that “Casual clothes,” “Classic clothes” and “Emphasizing femininity/masculinity” are precisely those variables that were provided by the researcher in the questionnaire as possible answers. By contrast, the “Mood-related clothes,” “Brand clothes and other fashionable styles,” “No favorite style/List of clothes,” “Colorful clothes and individual style” variables were developed based on the responses included in the “Other” category and show a strong correlation with some other components. This fact confirms that an individual’s lifestyle is an individual characteristic, which is difficult to standardize.

Table 4. *Components Derived From the Principal Component Analysis of Empirical Indicators of Lifestyle at the Levels of an Individual's General Interaction With the World, Life Strategies and Tactics, and Cultural Preferences*

Variable	Component											
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12
Essay 1. Conformity	-.05	-.04	.11	-.00	-.09	-.13	.01	-.23	-.08	-.12	.42	-.11
Essay 1. Tradition	.05	-.09	.08	-.01	.05	-.08	.80	-.05	.07	.02	.01	-.02
Essay 1. Benevolence	-.10	-.19	-.02	-.45	.08	-.08	.14	-.06	-.23	-.39	-.13	.11
Essay 1. Universalism	-.04	.57	-.05	-.14	-.15	-.16	.05	-.01	-.02	-.22	.21	.07
Essay 1. Self-Direction	-.10	-.07	.13	.08	.05	-.06	.02	-.03	.07	.79	-.16	-.02
Essay 1. Stimulation	-.02	-.04	.06	-.00	-.03	.35	-.10	.08	.17	.14	.09	.48
Essay 1. Hedonism	-.01	.00	-.02	.12	-.03	-.04	-.01	.06	.02	-.01	.6	.03
Essay 1. Achievement	-.04	-.06	-.02	.01	.22	.20	-.21	.08	.00	-.11	.14	-.52
Essay 1. Security	.34	-.01	-.08	.50	-.02	-.06	-.03	.01	-.04	-.36	-.12	.03
Essay 2. Tradition	.76	-.04	-.10	-.08	-.03	.00	-.07	-.10	-.03	.02	-.01	-.05
Essay 2. Benevolence	-.03	.00	-.42	-.14	.43	-.19	.15	-.17	-.26	-.14	-.24	.11
Essay 2. Universalism	-.09	-.06	.04	.20	-.19	-.49	-.04	.19	.34	.04	-.04	-.02
Essay 2. Self-Direction	.05	-.14	.04	-.17	-.30	.65	-.12	.20	.08	.10	-.09	-.14
Essay 2. Stimulation	-.01	.51	-.01	-.02	.03	.05	-.02	.04	-.10	.12	.48	-.03
Essay 2. Hedonism	-.03	.70	-.02	.03	.02	.12	.08	-.12	.04	-.04	.00	.04
Essay 2. Achievement	-.05	-.13	.60	-.08	.09	-.11	.12	-.14	-.09	.09	.17	.27
Essay 2. Power	-.05	.18	-.07	.44	-.05	.15	.16	-.00	-.07	-.07	-.21	-.14
Essay 2. Security	-.02	.02	-.11	.25	-.03	-.01	-.10	.08	-.04	-.02	.02	.45
Life goals. Tradition	.94	.00	.03	-.02	-.04	.00	-.00	.02	.03	-.02	-.00	.01
Life goals. Benevolence	.06	-.21	-.15	-.28	.08	-.32	.38	.03	-.22	.22	.20	-.08
Life goals. Universalism	-.03	.06	.02	-.01	.15	.06	-.11	-.21	.68	.02	-.05	.17
Life goals. Self-Direction	-.06	.01	.22	.01	.11	.53	.17	.05	.01	.02	-.20	.18
Life goals. Stimulation	-.03	.25	.08	-.16	.12	.11	-.11	-.03	.08	.13	.47	.04
Life goals. Hedonism	-.07	.09	.10	-.03	.17	.10	-.09	-.07	-.04	-.22	-.08	.53
Life goals. Achievement	-.03	.34	.04	.03	.15	-.09	-.30	-.02	-.03	.08	-.22	-.43
Life goals. Power	-.08	-.21	-.07	-.11	.07	-.12	.19	.12	.47	-.18	.36	-.17
Life goals. Security	.71	-.12	.12	.17	.04	-.02	.26	.01	-.05	.00	.04	.04
Life goals. Education and Career	-.13	-.13	-.23	.07	-.38	-.02	-.09	-.06	-.31	-.02	-.06	.19
Life goals. Emigration	-.03	-.11	.04	.59	.00	-.14	-.03	-.07	.02	.11	.06	.03
Life goals. Self-Development	-.04	-.14	.30	-.02	-.17	.12	-.15	.15	.00	-.25	-.15	-.05
Plans. Tradition	.92	-.03	.00	-.05	-.02	.04	-.03	-.04	-.00	-.02	-.00	-.02
Plans. Benevolence	-.07	-.33	-.41	-.14	.28	-.13	.01	-.13	-.18	.01	-.11	.06
Plans. Universalism	.00	-.06	-.04	-.05	.72	-.01	-.09	.20	.19	.05	-.02	.22

Plans. Self-Direction	.23	.20	.54	-.33	-.07	-.17	-.03	.09	-.10	-.03	-.09	.09
Plans. Stimulation	-.04	-.03	.31	.08	.20	.22	-.05	-.20	-.39	-.11	.09	-.19
Plans. Hedonism	-.06	.48	-.04	.06	.01	.41	-.01	-.00	-.17	.02	.20	.07
Plans. Achievement	.02	-.00	-.21	-.06	-.06	.03	-.09	-.18	-.25	.51	.18	-.02
Plans. Power	-.07	-.04	-.13	-.01	-.03	-.04	.37	-.23	.58	-.12	-.01	-.15
Plans. Security	-.01	.16	.39	-.07	-.0	-.38	-.08	.01	.01	.25	-.29	-.09
Plans. Education and Career	-.15	.06	-.36	-.02	-.49	-.13	-.10	.35	.05	-.15	.02	.02
Plans. Emigration	.00	-.09	.04	.78	-.01	-.07	.01	.01	-.08	.01	.09	.23
Plans. Self-Development	-.10	.00	.51	.09	.03	.13	.01	-.02	-.02	-.06	.02	-.05
Classic clothes	-.08	-.10	.18	-.03	.20	.02	-.06	.67	-.06	-.01	-.05	-.14
Casual	-.17	-.45	.18	.05	-.21	.16	-.27	-.49	.08	-.15	.01	.06
Emphasizing femininity/masculinity	-.08	-.07	-.06	.00	-.03	.04	-.10	.72	-.04	-.16	.04	.11
No favorite style/List of clothes	-.03	-.02	-.06	.02	.63	-.01	-.05	.10	-.04	-.05	.02	-.24
Brand clothes and other fashionable styles	.78	.09	-.07	.05	.11	-.01	-.05	-.01	-.02	-.05	-.07	-.02
Colorful clothes & Individual style	-.05	.21	-.03	.03	-.10	.20	.67	.01	.06	-.04	-.13	-.01
Comfortable clothes	-.01	.04	-.07	-.02	-.02	.13	.12	.31	-.14	.31	-.03	.04
Mood-related clothes	-.02	.61	.14	-.05	-.02	-.17	-.08	.01	.08	.10	-.17	-.05

It was noticed that the structure of every component extracted as a result of the second rotation procedure is similar to the value matrix presented by Schwartz. The similarity lies in the fact that the majority of the components include variables that have semantic value charges and are congruent. For instance, component 2.1, "Tradition and Security," includes the variables with semantic charges of Tradition and Security values, which are situated next to each other in Schwartz's value matrix. Similarly, "Hedonism and Stimulation" (2.2) is described by the variables that are semantically charged with the values of Stimulation and Hedonism. The same tendency can be traced in the following components: "Security and Emigration" (2.4), which comprises the variables with value charges of Power and Security, situated near each other in the matrix; "Benevolence and Universalism" (2.5), which comprises the variables with congruent values; "Self-Direction," which likewise includes the variables that, by their semantic charge, correspond to the values of Self-Direction and Universalism, which are also congruent. The "Tradition" component (2.7) includes the main variable with the value load of Tradition and an additional one with the value load of Benevolence, which appear to be congruent. "Self-Direction and Achievement" component (2.10) contains the variables with the semantic charge

of Self-Direction and Achievement values, which are relatively remote on the value matrix, but not conflicting. Contrariwise, the “Benevolence and Achievement” component (2.3) includes the variables with opposing semantic loads of Benevolence and Achievement values. There are components that contain variables with conflicting semantic value charge, such as “Power” (2.9) and “Achievement vs. Hedonism” (2.12). The latter includes the variables with the semantic charge of Stimulation, Security, Hedonism, and Achievement values. As can be seen in Schwartz’s circular structure of values, Stimulation, Hedonism, and Achievement are situated near each other, which indicates their congruence, although in the component structure the variable of the Achievement value has the opposite polarity. Notably, orientation towards values is represented on different levels of life activity in the structure of almost every component. It can be concluded that, for the present study sample, the extracted components correspond to the value-motivational circular structure by Schwartz to a great extent.

Inasmuch as principal component analysis was carried out to construct the components that can characterize individual lifestyles, all components except for “Style of clothes” may be defined as separate characteristics of an individual’s life activity that determine the peculiarities of the organization of life. The components extracted in the course of the statistical procedure can be referred to as the ones describing lifestyles and are presented below.

“Tradition and Security” presupposes that one observes customs, traditions, and certain norms of behavior as well as shares the beliefs of the environment one belongs to, thereby ensuring the safety and stability of mutual relations. The preference for branded clothes could be chosen as a means of maintaining a sense of confidence and stability.

“Hedonism and Stimulation” reflects the orientation towards creating and maintaining well-being in the world by getting novelty, impressions, and emotional fulfillment, which is reflected in activities aimed at life enjoyment practices. It is characterized by a preference of mood-related clothes that allow one to introduce a variety in outfits rather than wear only casual clothes, which appears to be monotonous.

“Benevolence vs Achievement” is characterized by the orientation towards achieving personal success and social approval by means of achieving professional competence as well as individual and social goals in accordance with social standards. At the same time, the closest circle of communication is not associated with the achievement of success and recognition.

“Security and Emigration” reflects the need for safety and security and is manifested in the change of the place/country of residence as a means of gaining emotional stability, a sense of security, and the satisfaction of safety needs.

“Universalism and Benevolence” expresses the aspiration for the protection of the well-being of the immediate surroundings as well as all people and nature, combined with the aspiration for the betterment of others and the transcendence of selfish interests. This lifestyle is characterized by the absence of preferences in favor of one particular style of clothes, although there is a tendency to identify a preferred list of clothing items.

“Self-Direction” is characterized by the orientation towards the independence of thought, word, and action, the autonomy of life choices, the desire for discoveries, research activity, and creativity—all aimed at gaining pleasure from life. It also involves being reliant upon one’s own judgement and comfortable with the diversity of existence.

“Tradition” consists in preserving the well-being of the immediate environment as well as in partaking in and maintenance of its traditions. The level of cultural preferences manifests itself in the fact that individuals tend to choose colorful clothes and create their own individualized style of clothing.

“Power” can be defined as the orientation towards activities aimed at achieving and demonstrating social power, wealth, and dominance, which are to be further used for the sake of society.

“Self-Direction and Achievement” is characterized by a combination of the desire for self-expansion and openness to change as well as by the orientation towards the knowledge of oneself and the world and the achievement of personal success, accompanied by the desire for social approval.

“Hedonism” reflects the orientation towards novelty, emotional fulfillment, and life pleasures along with the propensity to restrain those actions and desires which may harm others or do not meet social expectations. It may manifest itself as the orientation towards new experiences and may take the form of activities aimed at acquiring new experiences and emotional contents.

“Achievement vs Hedonism” reflects the orientation towards success and social approval and includes the strive for maintaining safety and focus on satisfaction in various areas of life, which conflicts with the aspiration for novelty, impressions, and emotional arousal.

DISCUSSION

The results reported here suggest that the principal component structure derived from the principal component analysis of the categories that represent the empirical indicators of lifestyle corresponds to the circular structure of values proposed by Schwartz, which confirms my assumption that values and lifestyle practices are linked (Bardi & Schwartz, 2003; Boyd et al., 2015; Brunso et al., 2004; Malyna, 2009; Tytarenko, 2014). Considering the slight differences that were found in the principal component structure compared to Schwartz's basic values, I suggest that, although values may serve as a basis for lifestyle development, there are many other factors that may influence the process of lifestyle formation and functioning, such as self-concept peculiarities, social relationships, or life-changing events (Tanti et al., 2008; Sokhan, 1982; Bardi, Buchanan, Goodwin, Slabu, & Robinson, 2013).

As a result of principal component analysis, eleven components were extracted and further characterized as individual lifestyles. Notably, the components extracted are logically formed and interpretable, since most of them contain variables representing different levels of life activity. Moreover, the variables that belong to every component by their meaning correspond to Schwartz's circular structure of values. This made it possible to define the components extracted and identify those that describe individual lifestyles and life activity of the study sample. Consistently with the ideas that values are linked with behavior (Bardi & Schwartz, 2003) and that they may change in the course of life (Inglehart & Baker, 2000; Schwartz, 2012), I suggest that lifestyle practices are also susceptible to change (Tytarenko, 2014; Silva et al., 2015). It should therefore be noted that the defined lifestyles are generalized and refer to the general orientation and organization of an individual's life activity and life practices, which is transformed in the course of individual life. Overall, the findings of the present study shed more light on the typology of lifestyles, providing more perspective on how life practices may be organized based on individual values (Larson et al., 2006; Malyna, 2009). Proving the idea that individual values serve as the ground for individual lifestyle construction, the findings offer more perspective on the mechanisms of the formation and change of individual lifestyle (Maree & Twigge, 2015; Silva et al., 2015) and further research into this topic should be conducted.

During the interpretation stage, I observed that the "Style of Clothes" component included the variables that represent the styles of clothing suggested by the researcher as possible options in the questionnaire but did not include those

variables that described the answers mentioned by the respondents themselves, which highlights the culture-specific preferences in the structure of a lifestyle as an integral characteristic of life activity (Sarabia-Sánchez, De-Juan-Vigaray, & Hota, 2012; Krishnan, 2011).

I have observed that the “Tradition” and “Tradition and Security” components are quite similar in terms of content but differ in terms of clothing preferences. On the one hand, the “Tradition and Security” component includes the variable that describes the preference for branded clothes and fashion styles, which may be a manifestation of individual conformity and traditionality. This seems quite logical if other variables that form this component are considered. On the other hand, “Tradition” includes the clothing preference for “Colorful Clothes and Individual Style,” which contradicts the idea of maintaining the traditions of the social group an individual belongs to. In the latter case, such accessory preference may be viewed in various ways: as a means of manifesting individuality within the traditional lifestyle, as a desire to antagonize the traditional lifestyle, or as a means of adaptation to the current surroundings. This finding supports Schwartz’s (2012) thesis that, compared to adults, young people are more committed to establishing their independent identities. Moreover, the unexpectedness of such findings is also connected with the fact that branded and fashionable clothes are logically associated with the values of power and wealth, which are represented not in the structure of the “Tradition and Security” component but in that of the “Tradition” component.

I have observed that the “Security and Emigration” lifestyle reflects the need for safety and security, which is manifested in the change of the place of residence. This finding supports the study by Tartakovsky and Schwartz (2001) on the link between values and motivations for emigration in young people—these authors stated that motivation to emigrate derived from a set of basic human values.

Limitations and Future Directions

The findings of this study may be relevant only for the examined sample of Ukrainian high school students and undergraduates aged 14–24, which restricts the possibility of extrapolating the results to a larger population. Moreover, the present study addressed the presence of a value ground in the structure of the lifestyle of 14-to-24-year-old respondents, which limits the extrapolation of the results to a broader sample and to other age categories. Thus, further research studies should initially establish whether a value ground is present in the struc-

ture of individual lifestyles in other age groups and nationalities; if so, further research directions may be developed within the framework of these research problems (e.g., it has to be determined whether the “Security and Emigration” lifestyle is characteristic only of Ukrainian youth in the current sociopolitical context, whether it is shared by older Ukrainians, and whether this is a common lifestyle trend for other nationalities). Additionally, it should be studied whether a similar component structure is typical of respondents of other age groups and nationalities, which would make it possible to extrapolate the findings to a larger population.

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