Studying personal identity of students by means of modified semantic differential

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The subject is in the scope of scientific research of the Department of Applied Psychology at the Karazin V.N. Kharkiv National University, devoted to the problem of psychological well-being of the individual, within the framework of the research work "Strategies to support the psychological health of the individual in a crisis" (state registration number 0116U005286).

Current article devoted to conceptual apparatus improvement for study and analysis personal identity. The purpose of this publication is modification of methodology semantic differential for investigation personal identity among students.

This publication reviling the concept: Personal identity in general – it is set of traits and the others individual characteristics, which are distinguished by certain constancy in space and time, which permits differentiation of certain person between rest of population. The common personal identity divides into 2 components: Temporal identity – feeling of internal unity and self-integration over time; and spatial activity identification – feeling of internal unity and one’s-own image integration in different acting-spheres. Stage of temporal identity consolidation is determined by level of imaginary fluctuations about your-self in different times, at the time when level of consolidation spatial activity identification shows us, how strong is imaginary fluctuations in different acting-spheres.

The modification of methodology of semantic differential which was proposed in order to investigate self-identity and operationalization on all concepts basis. Methodology of semantic differential by D.Feldes was used.

The indicators of student’s personal identity were analyzed in particular article.

The detail of the structure of all types “I” and self-identity types, where the most positive characteristic always will be emotional-valuable treats, and high level of self-estimation and self-recognition. Attention is drawn, that for students temporal identity, characteristic, is the greatest satisfaction emotional-valuable treats and high level of self-estimation as well, moreover, the lowest satisfaction level they demonstrate in a spheres of acting and initiative.

Spatial activity identification has a different correlation of factors: in the studied spheres of life. It’s related with educational sphere, and moreover, with family relation sphere, where students feels the biggest dependence and weakness. The most positive for all indicators is the image of oneself on vacation with friends. In contrast, the lowest level of satisfaction among students in educational sphere, which is especially often appears because of dissatisfaction by the level of self-initiative and activities.

It is emphasized that common identity students which was involved is positive and well balanced. The level of temporal identity consolidation is lower compared to spatial activity identification, which means that difference between types of “I” in time is more prominent, then difference between types of “I” in life spheres variety.

The article focuses on the results of the research, which reveal essential aspects of personal identity of modern student youth.

Key words: semantic differential; modification; personal identity; temporal identity; spatial-activity identity; degree of identity consolidation; integrated personal identity.
Introduction

The development of modern society fundamentally changes the objective conditions of human’s and the criteria for their self-determination. In the conditions of the rupture of spatial-temporal coordinates and the place of action, in the individual there are complexities of personal and social self-determination. In modern society, a person actively interacts with representatives of different cultures and identifies himself not only with the communities "here" and "now," but also in the past and the future (Andreeva, 2011, p. 16).

As Belinskaya Y.P. notes, the development of the problems of the variability and identity stability in the era of constant social transformations added to her understanding of the concept of time and the ever-changing social space. The time perspective and the space of the existence of identity became the prerequisite for its configuration (Belinskaja, 2003).

To date, research on the phenomenon of identity remains relevant. This is due to the realities of a modern society characterized by rapid transformations, in which it becomes difficult for a person to adapt. However, according to modern researchers, despite the importance of studying personal identity, conceptual apparatus and diagnostic tools that allow it to be studied are not sufficiently presented (Jerikson, 1996, p.50), which predetermined the topic of this work.

Goals of article

The purpose of our article is to modify the method of semantic differential for the study of personal identity in student youth.

Tasks:
1. Improve the conceptual apparatus for the study of personal identity.
2. Modify the semantic differential method for the study of personal identity.
3. To explore the features of personal identity in student youth with the help of the proposed modification.

Conceptual apparatus for the study of personal identity. Even E. Erickson’s personal identity was defined as a sense of identity, preserved despite changes in the environment and individual development (Jaspal & Cinnirella, 2010). The very process of acquiring identity was associated with a sense of integrity, identity, internal consistency (Belinskaja, 2003, p. 54-81).

Integrating contemporary views on personal identity, one can distinguish the main structural aspects that are similar to those that were identified by Erickson: the persistent experience of identity in the time and space that involves the authenticity of self-perception, the high level of integration of their own dynamic and contradictory images in a single system, which is supported by the community of meaningful others, which gives a sense of its own uniqueness (Jerikson, 1996, p.12-13).

We define an integrated personality identity "as a set of traits or other individual characteristics that differ in a certain constancy in space and time, which allows one to differentiate this individual from other people" (Gnatenko & Pavlenko, 19996 p.67). Using the ideas of E. Erickson and his followers, in the integrated personal identity, we distinguish two components: temporal identity (the notion introduced into the scientific operation by Sinirell M. (Jaspal & Cinnirella, 2010), - a sense of internal identity and self-integration in time, and spatial-activity Identity - a sense of internal identity and integrity of their own image in different spheres of activity.

As Erickson pointed out, personal memories of the past, as well as hopes and aspirations associated with the future, show that there is a sense of identity in the present (Jaspal & Cinnirella, 2010). On the other hand, according to scientists, identity is experienced among the most significant others (mutual relationships and roles help to maintain and develop a sense of integrated identity) (Lukjanov, 2008).

The degree of consolidation of temporal identity is determined by how powerful the vibrations of representations about themselves are at different times, while the degree of consolidation of spatial-activity identity indicates how powerful the vibrations of representations about oneself are in different spheres of activity.

Modification of the semantic differential method for the study of personal identity. One of the most common methods of researching personal identity is the definition of the statuses of his identity by John Marcia. However, the theory of identity status and the methods of their study have been repeatedly criticized by researchers. So, the Dutch researcher Anne Van Hoof criticizes the value of the ideas of Marcia and his followers. According to the researcher, in these works the main moment of understanding identity, which emphasized E. Erickson: the study of the sense of time and space identity and continuity lost. Anne Van Hoof in his writings tries to fill this gap, but only affects the aspect of spatial identity, regardless of the time dimension of life (Gnatenko & Pavlenko, 1999, p. 17).

Taking into account these remarks, we propose our own method of studying personal identity based on the modification of the semantic differential method. Modification can be implemented on any variant of the personal semantic differential, but in our study we used the method of semantic differential D. Feldes. In it, as well as in other similar variants, the researchers are asked to assess the presence and degree of expressiveness in their proposed characteristics on the form.

In the method D. Feldes with the help of a special key (see below), the indicators of the three factors "Activity" (A), "Valency" (B), "Potency" (P), which specify the coordinates of the evaluated image in the psychosemantic space are determined.

Under the factor of activity it's referred the degree of satisfaction investigated by its own energy potential, initiative, energy, dynamic characteristics of behavior in general (semantic pairs of type: calm-mobile, active-passive, etc.). The valency factor is understood as an emotionally-evaluative representation of oneself, a measure of self-satisfaction, a degree of love for oneself and self-esteem (semantic couples of type: true-false, good-bad, etc.).

Potency factor - as a degree of satisfaction with its own social status, level of independence and self-confidence (semantic couples of type: dominant-subordinate, self-dependent, etc.) (Jerikson, 1996).

To study temporal identity, the investigator is encouraged by the stimulus material of the semantic
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The relevant factors of "I am at leisure with my friends" again have the opportunity to single out a generalized image of temporal identity (TI), which in psychosemantic space will be asked by three factors: A (TI), B (TI) and P (TI), each of which will be calculated as the arithmetic mean of the respective factors of "I am in study" and (Al, Vl, Pl) for "I am in the family" (As, Vs, Ps) for "I am the past" and (Ap, Vp, Pp) for "I am future": able to not only describe these three images and compare their characteristics, but also to single out a differential D. Feldes to consistently evaluate himself as a contemporary, himself in the past and himself in the future.

The key to the SD technique (D. Feldes)

<table>
<thead>
<tr>
<th>Name______________</th>
<th>sex _________</th>
<th>age ___________</th>
<th>Notions ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>A</td>
<td>B</td>
<td>P</td>
</tr>
<tr>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calm</td>
<td>-</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Counterfeit</td>
<td>-</td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td>Little</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm</td>
<td>+</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Smart</td>
<td>+</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>dominant</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Static</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Cruel</td>
<td>-</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Dependent</td>
<td>-</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>Noisy</td>
<td>+</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Pure</td>
<td>+</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Determined</td>
<td>+</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>Circumspect</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Repulsive</td>
<td>-</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Compliant</td>
<td>-</td>
<td></td>
<td>P</td>
</tr>
</tbody>
</table>

A (TI) = (Aa + Ap + Af) / 3;
V (TI) = (Va + Vp + Vf) / 3;
P (TI) = (Pa + Pp + Pf) / 3.

To study the spatial-activity identity, we selected the most relevant areas in accordance to the specifics of the student age period. Investigators were invited to rate themselves in the following areas: in the family, in study and at leisure, with friends.

The experimenter, having calculated the parameters of each of these three "I-images" - (Af, Vf, Pf) for "I am actual", (Ap, Vp, Pp) for "I am the past" and (Af, Vf, Pf) for "I am future" able to not only describe these three images and compare their characteristics, but also to single out a generalized image of temporal identity (TI), which in psychosemantic space will be asked by three factors: A (TI), B (TI) and P (TI), each of which will be calculated as the arithmetic mean of the relevant factors of "I-images" in the present, past and future th, that is:

A (TI) = (Aa + Ap + Af) / 3;
V (TI) = (Va + Vp + Vf) / 3;
P (TI) = (Pa + Pp + Pf) / 3.

To calculate the distance between the images "I am in the family" (Da, Va, Pa) and "I am the past" (Dp, Vp, Pp) and "I am the past" (Df, Vf, Pf) and "I am the past" (Da) the distance D1-2 is the distance between the first and second (concept).

Similarly, the indicators of the distance between the images "I am relevant" - "I am the past" (Da-p), "I am relevant - I am the future" (D-a-f) and "I am the past - I am the future" (D p-f) are calculated. An indicator of the degree of consolidation of temporal identity (CTI) is calculated as a total indicator of all three distances:

(CTI) = (Da-p) + (Da-f) + (D-p-f)

It is clear that the temporal identity at the zero value (CTI) will be maximally consolidated when I am actual = 1 past = 1 is the future, that is, when the image-1 remains virtually unchanged in the time dimension. The larger the total distance indicator, the less consolidated is the temporal identity, the deeper the gap between the perceptions of yourself in different times may be.

The key to the SD technique (D. Feldes)

The experimenter, having calculated the parameters of each of these three "I-images" - (Af, Vf, Pf) for "I am actual", (Ap, Vp, Pp) for "I am the past" and (Af, Vf, Pf) for "I am future": able to not only describe these three images and compare their characteristics, but also to single out a generalized image of temporal identity (TI), which in psychosemantic space will be asked by three factors: A (TI), B (TI) and P (TI), each of which will be calculated as an arithmetic mean value relevant factors of temporal and spatial-activity identity:

A (TI) = (Aa + Ap + Af) / 3;
V (TI) = (Va + Vp + Vf) / 3;
P (TI) = (Pa + Pp + Pf) / 3.

As you know, it is always possible to calculate the distance between any two images or concepts that are in the psychosemantic space and are given by the three above-mentioned factors. This is done by the formula:

D1-2 = √((A1 - A2)² + (V1 - V2)² + (P1 - P2)²),

where D1-2 is the distance between the first and second (concept).

Similarly, the indicators of the distance between the images "I am relevant" - "I am the past" (Da-p), "I am relevant - I am the future" (D-a-f) and "I am the past - I am the future" (D p-f) are calculated. An indicator of the degree of consolidation of temporal identity (CTI) is calculated as a total indicator of all three distances:

(CTI) = (Da-p) + (Da-f) + (D-p-f)

It is clear that the temporal identity at the zero value (CTI) will be maximally consolidated when I am actual = 1 past = 1 is the future, that is, when the image-1 remains virtually unchanged in the time dimension. The larger the total distance indicator, the less consolidated is the temporal identity, the deeper the gap between the perceptions of yourself in different times may be.
(D-s-1) - the distance between the images "I'm on the study" - "I am at leisure." The greater this indicator, the less consolidated will be spatial-activity identity, the more different will be the perception of yourself in different areas of life.

Discussion 1

The most generalized conclusion that can be drawn from the above data concerns the same structure of all images without the exception of the I and the type of identity: for all of them, the dominance of the factors of the "valency" factor over two other factors is characteristic, which indicates that the prevailing characteristic as separate images, as well as integrated identity for students, are emotional and valuable qualities, a high level of self-esteem.

The temporal identity of students is characterized by the following correlation of factors: the highest values by the factor of valency, significantly lower - by the factor "potency" and the lowest - by the factor of "activity", which indicates the greatest satisfaction of young people with emotional and value characteristics and a rather high level of self-esteem, despite the fact that students show the lowest level of satisfaction in terms of their activity and initiative.

It is interesting that the dynamics of the I-image in time is different in different factors: the factor of "valency", as already mentioned, at all times remains invariably the highest, while the factor "potency" is the most variable - from the lowest indicators characteristic of the image itself in the past, to the highest, for themselves in the future, which is likely to indicate the main dominant in the desired time development of students - to achieve a higher social status, become self-confident, independent and independent. In general, all factors of the future I-image have relatively higher rates, indicating an optimistic view of oneself in the future, about self-confidence and personal progress.

Spatial-activity identity has a different correlation of factors in comparison with temporal identity: despite the fact that in its structure the factor "valency" is also prevalent, the ratio of the other two factors is the opposite: the lowest value demonstrates the factor "potency", indicating that in the images of life investigated, young people are least satisfied with their level of autonomy and self-confidence.

This applies to the field of study and, more remarkably, areas of family relations, in which students experience the greatest dependence and helplessness. The most positive for all indicators is an image of yourself at leisure, with friends. The least satisfied students in the field of study, which is particularly manifested in the dissatisfaction with the level of their activity and initiative.

The integral identity of students is positive and balanced: the most positive, as elsewhere, is the indicator of the "valency" factor, which indicates a rather high self-esteem and self-esteem, while the other two factors are also positive and practically counterbalanced, indicating that they are generally sufficient satisfaction of students with their own activity and independence.

Discussion 2

Analyzing the data presented in the table, we can draw the following conclusions:

- The degree of consolidation of temporal identity is lower compared to spatial-activity identity, that is, the difference between images in time is more noticeable than the difference between images in different spheres of life;
- In the time dimension, the greatest distance is observed between representations of oneself in the past and in the future, which, apparently, is natural, given the typical linear representation of time for our culture; At the same time, l-actual more contrasts with the l-past and closer to representing myself in the future, which is likely to reproduce the vector of youth movement.
- In the spatial-activity dimension, the greatest distance is observed between self-representations in the process of learning and the presentation of oneself at leisure, with friends. These areas serve to some extent as antipodes for manifestations of their own qualities. The smallest distance is observed between representations of oneself in the family and in the process of learning, in these areas the I-image remains more stable.

Table 1. Averaged indicators of the modified method of CD

<table>
<thead>
<tr>
<th></th>
<th>&quot;I am actual&quot;</th>
<th>&quot;I am future&quot;</th>
<th>&quot;I am the past&quot;</th>
<th>temporal identity</th>
<th>integrated personality identity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aa</td>
<td>Va</td>
<td>Pa</td>
<td>Af</td>
<td>Vf</td>
</tr>
<tr>
<td>5,25</td>
<td>8,32</td>
<td>7,76</td>
<td>7,34</td>
<td>11,78</td>
<td>9,57</td>
</tr>
<tr>
<td>&quot;I am in the family&quot;</td>
<td>&quot;I'm on the study&quot;</td>
<td>&quot;I am at leisure&quot;</td>
<td>spatial-activity identity</td>
<td>6,59</td>
<td>9,88</td>
</tr>
<tr>
<td></td>
<td>Afm</td>
<td>Vfm</td>
<td>Pfim</td>
<td>A</td>
<td>V</td>
</tr>
<tr>
<td>5,96</td>
<td>9,57</td>
<td>4,75</td>
<td>3,69</td>
<td>7,52</td>
<td>5,59</td>
</tr>
</tbody>
</table>

Result 1

The results of the empirical study of students' personal identity. We conducted a study aimed at studying personal identity through the modification of our semantic differential in student youth. The sample consisted of 250 students of Kharkiv universities. The results of the study are presented in Table 1.
Conclusions

1. The article improves the conceptual apparatus for describing personal identity. The concepts of "integrated personal identity", "temporal identity", "spatial-activity identity" and the degree of their consolidation are singled out.

2. The modification of the semantic differential method for the study of personal identity and the operationalization of all the concepts introduced on its basis are proposed.

3. The empirical study of the student's personal identity demonstrated the following:

- The similarity of the structure of all, without exception, l-images and the types of personal identity, where the most positive characteristic is always the emotional-value qualities, a high level of self-esteem and self-esteem.
- The temporal identity of students is characterized by the highest satisfaction with emotional and value characteristics and a rather high level of self-esteem, with the fact that they show the least level of satisfaction in terms of their activity and initiative. The dynamics of the image I in time are different in different ways: the "valency" factor at all times remains the highest, while the "potentiality" factor is the most variable - from the lowest indicators characteristic of the image of the past, to the highest possible for for yourself in the future. In general, all factors of the future image I have relatively higher rates, indicating an optimistic view of oneself in the future, about self-confidence and personal progress.
- Spatial-activity identity has a different correlation of factors in comparison to temporal identity: in those areas of life investigated, young people are least satisfied with their level of autonomy and self-confidence. This applies both to the field of learning and, more remarkably, to the areas of family relations, in which students experience the greatest dependence and helplessness. The most positive for all indicators is an image of yourself at leisure, with friends. The least satisfied students in the field of study, which is particularly manifested in the dissatisfaction with the level of their activity and initiative.
- The student's integrated identity is positive and balanced: emotional and value characteristics prevail in it, while the other two factors are also positive and practically counterbalanced, indicating that they are sufficiently satisfied with their own activity and autonomy.
- The degree of consolidation of temporal identity is lower compared to spatial-activity identity, that is, the difference between I-images in time is more noticeable than the difference between I-images in different spheres of life.

Perspective, in our opinion, is the study of the relationship of personal identity with the psychological well-being of student youth.

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