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**STUDY OF SELF-ATTITUDE OF PERSONALITY**

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**Abstract:**

*Self-esteem is, first and foremost, an emotional relationship with oneself, whereby a person expresses their emotional reactions to their inner self, encompassing mental processes, qualities, and states as a holistic image. The structure of self-esteem includes cognitive, emotional, and conative components. The development of a specific individual's self-esteem is a time-consuming process that has its own characteristics depending on their age and life circumstances. The development of self-esteem during college is determined by self-assessments of the effectiveness of self-realization in relevant areas of life. The leading psychological determinants of students' self-esteem are the characteristics of self-perception, the «working» characteristics of the concept within which young people define themselves. This study aims to determine the characteristics of students' self-esteem in different years of study. For this purpose, testing was used as the research method, specifically the self-esteem research method (MIS test questionnaire) by S.R. Panteleev. The experimental base was a group of 53 students (32 first-year students and 21 fourth-year students).*

**Keywords:** *self-attitude; personality; components of self-attitude; age stage; personality traits.*

**Introduction:** Personality is not only a complex structure occupying a specific place in the system of social relations and possessing attitudes towards the social environment; it also includes a specific attitude towards oneself and a unique substructure of this attitude towards oneself.

The concept of self-attitude contains common features related to self-awareness, self-esteem, and other similar concepts that predate the ego and reflect various phenomena in a person's inner life. Self-attitude is a unique self-regulating mechanism that is present at all stages of behavioral activity, beginning with the formation of a motive and ending with the analysis of the results of the activity [3].

It should be clearly defined that the essence of personality stems from a system of relationships, and not vice versa. Specific character traits do not determine the nature of a person's relationships with the world, but it is the specific content of these relationships that shapes a person's personality. In modern psychology, there is no unified approach to defining the concept of «self-attitude», despite the fact that it is actively used in both domestic and foreign literature [11]. L.E. Adamova defines self-attitude as follows: «Self-attitude is a universal formation expressing the degree of an individual's approval or disapproval of the «I», ensuring the integrity and unity of the personality» [1].

The term «self-attitude» was first used in 1974; before that, the term had not been encountered in Soviet psychological literature.

The definition of «self-attitude» is a complex concept that includes in its structure numerous aspects, such as: the individual's attitude towards oneself, self-acceptance, self-respect, self-confidence, etc. V.V. Stolin believes that it reflects organismic, social-individual and personality-specific states and characteristics [9].

Some researchers define self-esteem in terms of self-awareness, arguing that it encompasses not only awareness of various aspects of oneself but also a specific relationship with oneself, expressed in self-respect and self-love. From this perspective, self-esteem is presented as a

psychological structure deeply rooted in, or closely related to, self-awareness, as well as self-control and self-regulation [8].

An interesting approach to self-esteem is taken by foreign scientists K. Horney [4] and K. Rogers, who believe that only by defining clear ideas about the «ideal» and the «real self» can one judge how a person relates to himself. K. Rogers focuses on the study of such concepts as congruence and incongruence, which differ from each other in their opposite characteristics [7]. Congruence means being oneself and corresponding to the ideas that a person has about himself, with the behavior that he demonstrates to society, and the opposite quality, on the contrary, is determined by the discrepancy between the internal filling and mental content of the individual and his behavioral characteristics. That is, for example, there is a category of people who consider themselves kind and nice, but others consider them evil, often showing their anger and constantly venting their anger on others. Currently, the issue of the correspondence of the inner world of a person and its real reflection on the outside of those traits that he actually possesses is quite relevant.

Since self-esteem influences not only the stability of a person's connections with the social environment, but also shapes the internal, individual environment for personality development [6], the problem of self-esteem development in student age and the formation of its positive direction acquires particular importance. The results of the conducted studies confirm that self-esteem is closely interconnected with the transperspective of the personality, since the subject's holistic understanding of his past, present and future, existing at the moment, are reflected in the person's perception of himself and his life [10]. The study of self-esteem is an important criterion in the study of a person's personality, especially a student's, since this period is a turning point in their attitude towards themselves and their self-awareness. In the junior years, self-esteem is conditioned by such structural components as self-interest, self-acceptance, self-understanding, self-blame, i.e., openness to oneself. In the senior years, the most important element of the structure of a student's self-esteem is self-respect, i.e., an assessment of one's own effectiveness in achieving goals, a comparison of one's achievements with social standards and the assessments of others. Existing research demonstrates that a developed professional identity and an adequate self-image not only serve as indicators of self-recognition as a professional but also demonstrate the acquisition of self-respect through the pursuit of a chosen activity [2]. Research also demonstrates that a person's value system can play a significant role in shaping self-image, with the primary role played by the realization of various values in life and tangible achievements [5].

**Materials and methods of research:** Thus, the hypothesis of the study is the assumption that in different courses of study, students' self-attitude has characteristics that are manifested in different expressions of structural components.

The purpose of this study is to identify the structural components of students' self-esteem across different years.

The object of this study is self-esteem as a component of self-awareness.

The subject of this study is students' self-esteem across different years of study.

To achieve this goal, the following research objectives were defined:

- 1) analyze the literature on the research problem;
- 2) select research methods;
- 3) conduct research on the problem under study;
- 4) draw conclusions from the study.

The theoretical and methodological basis of this study was provided by works on self-esteem by authors such as L.E. Adamova and V.V. Stolin.

The research methods used included literary analysis, psychological testing, and mathematical analysis.

The research methodology employed was S.R. Pantileev's self-esteem research methodology (MIS questionnaire).

Experimental setup: Students from groups PLB-111 (first year) and PLB-411 (fourth year) of the Siberian State Transport University participated in the study. The total sample size was 53 (32 first-year students and 21 fourth-year students).

The empirical results were analyzed and compared with existing data from other researchers.

**Results:** The results of the MIS questionnaire, which was used to determine the structural components of self-esteem of first-year students, showed the following scale values: «Internal honesty» – 5 – corresponds to the average value, «Self-confidence» – 9 – corresponds to the value above average, «Self-leadership» – 3 – corresponds to the value below average, «Reflected self-attitude» – 4 – corresponds to the average value, «Self-worth» – 2 – corresponds to the value below average, «Self-acceptance» – 2 – corresponds to the value below average, «Self-attachment» – 8 – corresponds to the value above average, «Internal conflict» – 9 – corresponds to the value above average, «Self-accusation» – 5 – corresponds to the average value.

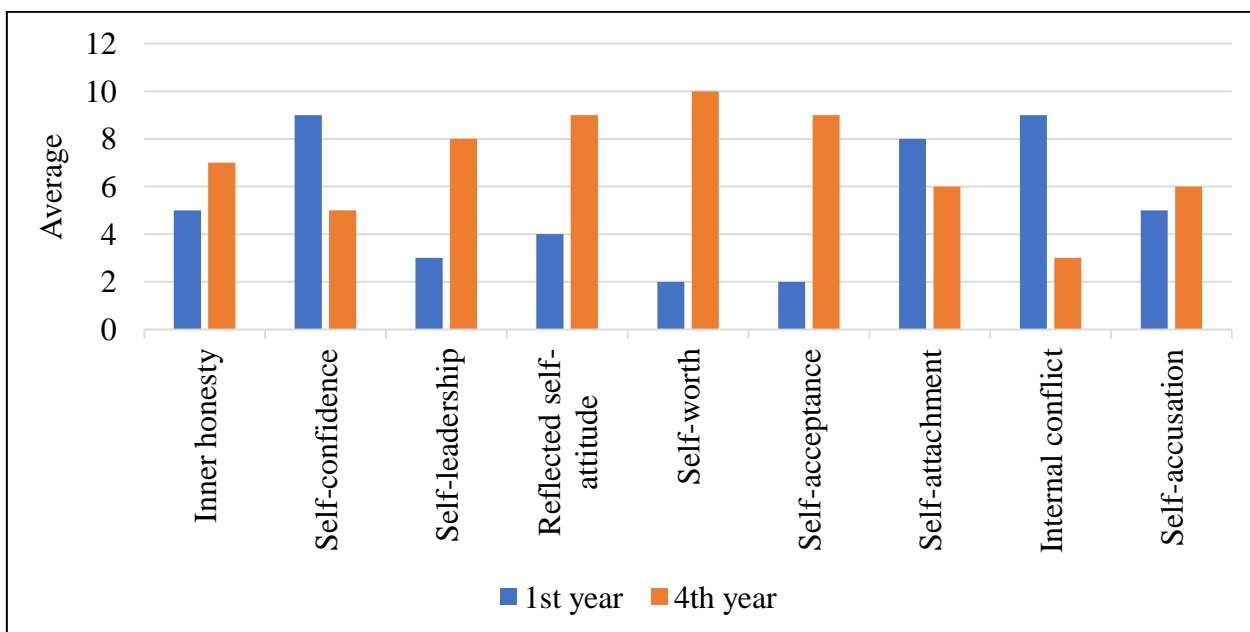
These indicators suggest that respondents may possess high self-esteem, are self-assured, feel a strong sense of self, and are reluctant to change despite a generally positive self-image. They also experience internal conflicts, doubts, and self-disagreements. They also exhibit poor self-regulation, a blurred sense of self, a lack of inclination to look within themselves for the causes of their actions and results, a belief that their personality, character, and activities are incapable of garnering respect, sympathy, approval, and understanding from others, and a lack of self-acceptance.

The results of the same questionnaire of 4th-year students showed the following scale values: «Internal honesty» – 7 – corresponds to the average value, «Self-confidence» – 5 – corresponds to the average value, «Self-leadership» – 8 – corresponds to a value above average, «Reflected self-attitude» – 9 – corresponds to a value above average, «Self-worth» – 10 – corresponds to a value above average, «Self-acceptance» – 9 – corresponds to a value above average, «Self-attachment» – 6 – corresponds to the average value, «Internal conflict» – 3 – corresponds to a value below average, «Self-accusation» – 6 – corresponds to the average value.

These indicators suggest that respondents may clearly experience their own self as an internal core integrating their personality and life activities, believe that their destiny is in their own hands, and experience a sense of validity and consistency in their internal drives and goals. They believe that their personality, character, and activities are capable of eliciting respect, sympathy, approval, and understanding from others. They feel a sense of self-worth, a friendly attitude toward themselves, self-agreement, approval of their plans and desires, and experience unconditional self-acceptance. At the same time, they experience an absence of internal conflicts, doubts, self-disagreements, and anxiety-depressive states accompanied by feelings of guilt.

An analysis of the study results revealed differences in the self-esteem and MIS across all nine parameters. First-year students had higher scores than fourth-year students for the following parameters: self-confidence, self-attachment, and internal conflict. Fourth-year students had higher scores than first-year students for the following parameters: self-leadership, reflected self-attitude, self-worth, and self-acceptance (pic. 1).

**Conclusion:** The data obtained indicate that fourth-year students have higher scores on the following scales: self-leadership, reflected self-attitude, self-worth, and self-acceptance. These data indicate that fourth-year students, compared to first-year students, more clearly experience a sense of validity and consistency in their internal motivations and goals. They have an idea that their personality, character, and activities can evoke respect, approval, and understanding in others. They feel a sense of self-worth, a friendly attitude toward themselves, and an agreement with themselves. They experience unconditional self-acceptance. First-year students also have higher scores on the following scales: self-confidence, self-attachment, and internal conflict. This indicates that first-year students, compared to fourth-year students, have high self-esteem, are self-assured, feel an unwillingness to change, and experience internal conflicts, doubts, and disagreements with themselves.

**Picture 1. Average scores for self-esteem indicators of 1st and 4th year students**

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