EXPERIMENTAL STUDIES OF PERSONALITY ETHIC-PSYCHOLOGICAL CHARACTERISTICS

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Abstract. The study is devoted to the actual problem, which is of great practical importance. The process of developing influence of psychologists on the ethical and psychological characteristics is not supported often by an adequate, valid psychodiagnostic support. In this regard, the problem of effective method development for the diagnosis of the ethic-psychological qualities of a person becomes evident. At the same time, the most relevant are the studies of ethical and psychological characteristics development in the adolescent and youth environment, since it is this age that is sensitive in the moral development of an individual. Therefore, the dissertation study of the ethical and psychological characteristics dynamics concerning the personality of adolescent and young students is relevant.

Keywords: spiritual and psychological dimension of a personality, ethic-psychological characteristics, adolescent, high school student, training, dynamics, the scale of lies.
1. INTRODUCTION

According to N.A. Baturin and A.G. Shmelev, psychodiagnostics is going through a difficult period nowadays. It is associated with an inevitable aging of psychological measuring tools, on the one hand, the insufficient level of adaptation of many foreign tests, on the other hand, and an extreme laboriousness of new test creation and the adaptation of old tests to new social conditions (2004).

In this regard, domestic experts develop the author's methods of diagnostic data obtaining in respect of an ethical personality psychology. Among the approaches to the ethical diagnosis, one of the promising ones is the approach developed by L.M. Popov (2008). The author considers an ethical component as a complex characteristic, which includes two poles of direction (towards good or evil) and defines its main structural components, which are expressed in the social ethical qualities that determine the mutual relations of people.

The result of the study which implements this approach is two ethic-psychological characteristics and their system, which is the universal basis for the success of any activity, the main psychological condition for the maximum realization of a person's capabilities and abilities in all spheres of his life.

2. MATERIALS AND METHODS

To this end, we created and adapted "Good-Evil"-2 methodology (Form B) as the variant of the modified "Good-Evil" technique (Form A) for the adolescent and young students.

The procedure of the psycho-diagnostic technique "Good-Evil"-2 (Form B) approbation was very complex and time-consuming. As a rule, reliability and validity are among the main criteria of technique evaluation.

Reliability is an important characteristic of the test, but it should be remembered that reliability does not represent any value as such. The methodological basis of the performed study is the concept of personality, the basis of which is the moral and ethical component as a self-valuable one and its inclusion in the deterministic complex of self-development subject.

The diagnostic methodology "Good-Evil"-2 was determined by the chosen paradigm and the methodology of the study and was aimed at the study of the ethical and psychological characteristics of a personality among adolescent and young students in respect of "Good" and "Evil" function (Ismagilova, & Popov, 2014).

The features of the ethic-psychological characteristics within the function "Good" were diagnosed during the determination of such virtuous qualities as:

- "superficial one" (humility, modesty, dignity, honor, honesty, consideration of the opinions of others, the ability to recommend someone);
- "deep" (trust in people, responsibility, blaming themselves for everything, repentance, self-control, tact, patience, self-restraint);
- "core" (selflessness, the ability to self-sacrifice, philanthropy, generosity, conscience, self-education, existence).

The features of the ethic-psychological characteristics according to the function "Evil" were evaluated during the revealing of malicious traits:

- "superficial" (vanity, ambition, constant conviction in their rightness, obstinacy, lack of self-criticism, lack of sense of humor, sycophancy, stinginess);
- "deep" (envy, cunning, cynicism, touchiness, jealousy, unreliability, lack of principles, the ability to offend another);
- "core" (slander, treachery, demagogy, may offend in a dispute, offensive behaviour, rudeness).

The procedure of the psycho-diagnostic technique "Good-Evil" - 2 approbation (Form B) was very complicated and time-consuming. As a rule, it is the basic one. Its value is that it is necessary to achieve validity.

3. RESULTS AND DISCUSSION

Following this, we started by considering the reliability of the "Good-Evil"-2 (form B) technique in the experimental study using the test-retest index. Retest reliability relied on repeated examination of subjects using this technique, and then on the calculation of the reliability coefficient between two series of data on age, gender and functional qualities ("Good", "Evil", "Humanity"). Using this
questionnaire, adolescent and young students were examined with the interval of 1.5 months.

The reliability of the measuring instrument "Good-Evil" - 2 (Form B) was judged by the correlation coefficient between the results of the first and second examinations. The correlation coefficient proved to be reliable and lies in the range from 0.698 to 0.823. This is especially noticeable in the sample of girls within the function "Good" and in the integrative indicator "Humanity".

The next step was to calculate the conjugacy coefficient-fi and the level of its reliability.

According to the Student’s t-criterion table of critical values, the empirical values of 0.828, 0.082 do not exceed the critical values for $p = 0.05$ and fall into the zone of insignificance.

Further, we evaluated the validity of our "Good-Evil" methodology - 2 (Form B).

In order to calculate the validity coefficient, the results obtained during the use of "Good-Evil"-2 diagnostic technique (Form B), were compared with the data of "Good" diagnostic technique (Form A), whose reliability and validity are considered as established (Ismagilova, & Popov, 2011).

The coefficient of ethic-psychological characteristics validity according to the functions "Good", "Evil" and "Humanity" proved to be reliable and lies in the range from 0.763 to 0.983.

For the purpose of internal consistency concerning the points of the diagnostic techniques "Good-Evil" - 2, "Good-Evil", we determined the level of significance reached by the given values of the correlation coefficients (Popov, & Ismagilova, 2008).

The correlation coefficient of ethic-psychological characteristics according to the function "Good" among adolescents is in the range from 0.236 to 0.381. The coefficient of ethic-psychological characteristic correlation by the function "Evil" among adolescent students is in the range from 0.236 to 0.344. The correlation coefficient of ethic-psychological characteristics according to the function "Good" among adolescent students is in the range from 0.235 to 0.376 (Ismagilova & Popov, 2012).

The identity of the basic methodology "Good-Evil" results and its age-adapted modification also supports the validity of "Good-Evil"-2 technique.

The analysis of obtained results using Student's t-criterion (Tables 1-6) showed:

**Table 1: Comparative characteristics of the differences (by Student) concerning ethic-psychological characteristics according to the results of the diagnostic technique "Good-Evil" - 2 (Form B)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>&lt;Good&gt; Av. score</th>
<th>&lt;Evil&gt; Av. score</th>
<th>t-criterion</th>
<th>Level of value (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls (12-15 years) n=70</td>
<td>287.09</td>
<td>200.91</td>
<td>2.700</td>
<td>$p \leq 0.001$</td>
</tr>
<tr>
<td>Boys (12-15 years) n=70</td>
<td>203.45</td>
<td>148.77</td>
<td>2.704</td>
<td>$p \leq 0.001$</td>
</tr>
<tr>
<td>Girls (16-17 years) n=70</td>
<td>404.64</td>
<td>211.41</td>
<td>4.906</td>
<td>$p \leq 0.001$</td>
</tr>
<tr>
<td>Young men (16-17 years)</td>
<td>284.32</td>
<td>195.05</td>
<td>2.704</td>
<td>$p \leq 0.001$</td>
</tr>
</tbody>
</table>

**Table 2: Comparative characteristics of the differences (by Student) concerning ethic-psychological characteristics according to the results of the diagnostic technique "Good-Evil" (Form A)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>&lt;Good&gt; Av. score</th>
<th>&lt;Evil&gt; Av. score</th>
<th>t-criterion</th>
<th>Level of value (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls (12-15 years) n=70</td>
<td>289.86</td>
<td>217.00</td>
<td>2.704</td>
<td>$p \leq 0.001$</td>
</tr>
<tr>
<td>Boys (12-15 years) n=70</td>
<td>218.23</td>
<td>155.91</td>
<td>2.707</td>
<td>$p \leq 0.001$</td>
</tr>
<tr>
<td>Girls (16-17 years) n=70</td>
<td>400.32</td>
<td>222.73</td>
<td>4.229</td>
<td>$p \leq 0.001$</td>
</tr>
<tr>
<td>Young men (16-17 years)</td>
<td>273.82</td>
<td>192.41</td>
<td>2.776</td>
<td>$p \leq 0.001$</td>
</tr>
</tbody>
</table>

**Table 3: Comparative differences by gender according to the results of the diagnostic technique "Good-Evil" – 2 (Form B)**

<table>
<thead>
<tr>
<th>Ethic-psychological</th>
<th>Girls</th>
<th>Boys</th>
<th>t-criterion</th>
<th>Level of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Comparative differences by gender according to the results of the diagnostic technique "Good-Evil" (Form A)

Table 5: Comparative differences by age according to the results of the diagnostic technique "Good-Evil" – 2

Table 6: Comparative differences by age according to the results of the diagnostic technique "Good-Evil" (Form A)

The students of adolescent and young age have significant differences in ethical and psychological characteristics at a very high level of significance among female and male samples. Both of them have a considerably higher level of Good than the level of Evil. The function "Evil" has the same level of development both among girls and boys (Ismagilova & Popov, 2014).

The comparisons on gender dimorphism showed
that there are significant differences in favor of girls concerning the development of the function "Good".

The comparative analysis by age among adolescent and young students showed that there are significant differences in favor of girls (16-17 years) concerning the development of "Good" function.

Then, there was the comparison of results concerning the performance of the tested diagnostic method Good-Evil-2 with the "Good-Evil" technique (Tables 7-8). No significant differences were found.

**Table 7: Comparative characteristics of adolescents according to the results of the diagnostic methods "Good-Evil" (Form A) and "Good-Evil" - 2 (Form B)**

<table>
<thead>
<tr>
<th>Ethic-psychological characteristics</th>
<th>«GE»</th>
<th>«GE» - 2</th>
<th>t-criterion</th>
<th>Level of value (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Av. score</td>
<td>Av. score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>«Good»</td>
<td>289.86</td>
<td>287.09</td>
<td>0.084</td>
<td>insignificant</td>
</tr>
<tr>
<td>«Evil»</td>
<td>217.00</td>
<td>200.91</td>
<td>0.632</td>
<td>insignificant</td>
</tr>
<tr>
<td>«Humanism» (GE)</td>
<td>256.09</td>
<td>244.00</td>
<td>0.546</td>
<td>insignificant</td>
</tr>
</tbody>
</table>

**Table 8: Comparative characteristics of young men according to the results of the diagnostic methods "Good-Evil" (Form A) and "Good-Evil" - 2 (Form B)**

<table>
<thead>
<tr>
<th>Ethic-psychological characteristics</th>
<th>«GE»</th>
<th>«GE» - 2</th>
<th>t-criterion</th>
<th>Level of value (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Av. score</td>
<td>Av. score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>«Good»</td>
<td>400.32</td>
<td>404.64</td>
<td>0.087</td>
<td>insignificant</td>
</tr>
<tr>
<td>«Evil»</td>
<td>222.73</td>
<td>211.41</td>
<td>0.390</td>
<td>insignificant</td>
</tr>
<tr>
<td>«Humanism» (GE)</td>
<td>311.52</td>
<td>308.02</td>
<td>0.101</td>
<td>insignificant</td>
</tr>
</tbody>
</table>

In order to recognize the technique as a measuring instrument, it is necessary to work on the development of a local evaluation scale. Since it was shown above that the ethical-psychological characteristics of the functions "Good" and "Evil" are subject to normal law, the evaluation scales were compiled using the method of sigma deviations (Tables 9-12).

**Table 9: Evaluation signal scales to reveal the level of ethic-psychological characteristics development of the diagnostic technique "Good-Evil" - 2 (12-15 years)**

<table>
<thead>
<tr>
<th>Ethic-psychological characteristics</th>
<th>Development levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>((\bar{X} - 2\sigma))</td>
</tr>
<tr>
<td>«Good»</td>
<td>(\leq 74.3)</td>
</tr>
<tr>
<td>«Evil»</td>
<td>(\leq 48.3)</td>
</tr>
<tr>
<td>«Humanism» (GE)</td>
<td>(\leq 8.2)</td>
</tr>
</tbody>
</table>

1. Female sample (n=70)
2. Male sample (n=70)
Table 9 demonstrates, that according to the results of "Good-Evil" methodology - the second range of the integral evaluation according to "Good" function among 12-15 year old girls is higher than among the boys and ranges from 74.3 to 104.2. The range of "Good" function among boys makes 55.3 - 71.3. The range of the integral evaluation according to the function "Evil" has the same level and makes 48.3 - 51.2 among girls, and 43.3 - 51.2 among boys. The integral indicator "Humanism" is higher among girls than among boys and ranges from 8.2 to 43. This indicator makes 7.3 - 27.2 among boys.

The data of Table 10 also show that, according to the results of "Good-Evil" methodology, the range of the integral evaluation according to the "Good" function is higher among 12-15 year old girls than among boys and ranges from 80.5 to 105. The boys have the evaluation range by "Good" function from 54.3 to 85. The range of the integral evaluation for the function "Evil" has the same level and makes 53 - 85 among girls, and 43.3 - 54.4 among boys. The integral indicator "Humanism" is higher among girls than among boys and ranges from 10.2 to 40.3. This indicator makes 3 - 31.2 among boys.

Table 10: Evaluation signal scales to reveal the level of ethic-psychological characteristics development of the diagnostic technique "Good-Evil" (12-15 years)

Table 11: Evaluation signal scales to reveal the level of ethic-psychological characteristics development of the diagnostic technique "Good-Evil" - 2 (16-17 years)

Table 12: Evaluation signal scales to reveal the level of ethic-psychological characteristics development of the diagnostic technique "Good-Evil" (16-17 years)
The comparisons by gender dimorphism showed that there are significant differences in favor of girls for the development of good relationships with a high accuracy of answers.

When the empirical material of the subjects was processed using two diagnostic methods, Good-Evil-2 and Good-Evil, it was found that there are not many differences in the ethical-psychological characteristics according to the "Evil" function. It is possible that this is due to the fact that good is estimated more accurately than evil.

5. SUMMARY

Thus, the diagnostic technique "Good-Evil" - 2 (Form B) was validated and tested for reliability. It was proved that it can be considered as a diagnostic tool to measure ethical-psychological characteristics of adolescent and young students as the variant of Good-Evil diagnostic method (Form A) modification.

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