

Design and Validation of the «Adolescents' Readiness for Independent Living» Questionnaire: Assessment and Development of Life Skills

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Designing a model of autonomy development for adolescents is an important aspect of the research. The article describes the process of Designing and validating the «Adolescents' Readiness for Independent Living» questionnaire. The «Adolescents' Readiness for Independent Living» questionnaire is an adaptation of the Ansell-Casey Life Skills Assessment (ACLSA) Youth 4 — Version 4.0 [32]. A distinctive feature of the modified questionnaire is the use of a series of focus groups with adolescents attending residential institutions and the formulation of questions that allow us to measure the independence of adolescents in Russia. The questionnaire is based on the concept of hardiness, according to which life skills promote the socialization of adolescents into the world of «adulthood» and uncertainty. An empirical study assessed adolescents' readiness for independent living; it was conducted in Moscow and the Yamalo-Nenets Autonomous Okrug, with a total sample size of (N = 179) respondents, 76 of them boys, 103 girls, and with an average age of 17 years. Two-factor analysis of variance was used for further analysis. Gender and place of residence (with the family or at board-

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ing school) were taken as independent dichotomous variables. The scores for each scale were the dependent variables. The reliability of the questionnaire was demonstrated, as well as its construct validity and convergent validity. Recommendations are made for researchers working or planning to work with adolescent samples.

Keywords: uncertainty, adolescence, hardiness, scale of readiness for independent living.

Introduction

Today's challenges accentuate the shift in age demarcations and the longer duration of adolescence [15; 17; 18; 21].

Adolescents are growing up in new circumstances, such that adults do not have a clear picture of what teenagers should be like today and what is most important for them to develop in the new landscape of life [19]. International researchers point out the importance of developing life skills in adolescents. Building «life design» as a lifelong, comprehensive, contextual, and proactive process of forming the adolescent's identity through development of life skills [27; 28; 29; 30; 31; 33; 34].

The modern landscape of life is changing, and it is important for today's adolescents to be prepared for a new pace of life under the conditions of uncertainty that affect all aspects of the life today of «a changing personality in a changing world» [1; 2]. The phenomenon of uncertainty is under review by researchers in Russia and abroad; uncertainty is the defining element of culture, it is not the development of the personality that is affected, and that is why it becomes an important factor in the formation of modern theories of personality.

Modern researchers are searching for the personal characteristics of adolescents that are responsible for successful adaptation and coping with life's difficulties. In Russian psychology, the concept of personality potential is presented as an integral characteristic of personal maturity; a principal phenomenon of personal maturity is self-determination of the personality, as is the phenomenon of personality potential [4; 7; 9; 12], with the opportunity for optimal experiences in the process of personal development in the life trajectory [25]. Readiness for independent life highlights the predictors of coping behavior in a situation of uncertainty when an adolescent enters adulthood [10]. A self-activating personality that

can become more resilient in social groups contributes to creative problem solving, helps people to access alternative cognitions, and generates creative ideas [26]. The concept of resilience of the personality is of great practical significance, since resilience protects the personality from disintegration and personality disorders, and it creates the basis for internal harmony, complete mental health, and high performance. Disintegration of the personality is understood as the loss of the organizing role of the highest level of the psyche in regulation of behavior and activity, the breakdown of the hierarchy of life meanings, values, motives, and goals. The individual's psychological resilience directly determines his or her vitality, mental and somatic health [11].

The social order orients the institutions of socialization to the upbringing and education of successful adolescents who can set goals, make decisions, take responsibility, and engage in lifelong education and personal development. Analyzing the life journey of adolescents, we can discuss the influence of various negative factors on the development of their personality potential [8]. The adolescent's readiness for independent living cannot be viewed apart from the family, the peer environment, and analysis of the youth's development situation. In our research, when studying the adolescent's development of life skills, we rely on a systems approach, which assumes the family's influence on the child as a system in the relationship of all systemic components and factors, when the behavior of one family member inevitably causes a reaction from other members [3; 5; 6; 14; 16; 20].

The focus of our research independently managing their own lives. The readiness for independence is an important priority for keeping one's balance in the adult world. This value is fully consistent with adolescents' solution of age-specific problems and indicates the need for autonomy and independence.

Design

The article describes the process of elaborating design and validating the «Adolescents' Readiness for Independent Living» questionnaire. The questionnaire is based on the concept of hardiness, according to which life skills promote the socialization of adolescents into the world of «adulthood» and uncertainty. The questionnaire identifies seven scales: 1) readiness for independent living in an apartment of one's own; 2) behavior in extreme situations; 3) financial literacy; 4) readiness to lead a healthy lifestyle; 5) social communication; 6) readiness for self-education; 7) vocational orientation.

We adapted the technique of the Ansell-Casey Life Skills Assessment (ACLSA) Youth 4 — Version 4.0 [32] and the Independent Living Preparedness Questionnaire National Survey of Child and Adolescent Wellbeing.

We used the questionnaire developed by the authors, «Adolescents' Readiness for Independent Living» and structured observation [22; 23; 24; 35; 36; 37].

The objective of the research is to determine adolescents' and young adults' readiness for independent living, depending on their educational environment, by means of the questionnaire developed by the authors.

The main goal of the research was approbation and validization of the technique; finding out the working and non-working points in it and designing the final version of the technique with a good validity and a high reliability — concordance of the scales as a result.

To improve the validity — concordance of the scales of the technique we kept the technique structure and revised the points in every scale [13]. We adapted nine statements in each scale. Those statements concerned the specifics of the cultural-historical process: teaching children, place of residence, self-care.

The duration of the study is 1 meeting (from 1 hour to 1 hour and 20 minutes). In this article we discuss the results of the «Adolescents' Readiness for Independent Living» questionnaire, which is comprised of 7 scales (63 questions). There are three possible answers for each question: 1) «not true of me»; 2) «somewhat true of me»; 3) «describes me perfectly».

Research question: How does the social environment affect adolescents' readiness for independent living?

Three groups of adolescents participated:

Group 1 — adolescents raised in their families;

Group 2 — adolescents with a family who live at a boarding school;

Group 3 — orphaned adolescents who are graduates of boarding schools.

An empirical study to assess adolescents' readiness for independent living was conducted in Moscow (M) and in the Yamalo-Nenets Autonomous Okrug (YNAO). Total sample size (N = 179) respondents, including 76 boys, 103 girls.

Table 1
Distribution of Respondents by Groups

Social environment	Gender		Total
	girls	boys	
In the family (YNAO)	42	32	74
At boarding school (YNAO)	34	26	60
Orphans (M)	27	18	45
Total	103	76	179

Research context. The first group of respondents, those living «in the family», are leaders in the Yamalo-Nenets Autonomous Okrug; they are active in regional events, prepare and implement projects in the region with their peers and discuss the results in civil youth forums, and belong to public associations. These adolescents are raised in the family environment. The study was conducted under the auspices of the «I'm Young» educational youth forum in the city of Noyabrsk; 74 people took part; the sample was balanced by age and gender (42 girls and 32 boys). The sample parameters allow comparison of the results.

Second group, «at boarding school». The respondents came from the Vasily Davydov Yamal Boarding School, the largest boarding school in Russia in number of pupils and boarders. It is located in the village of Yar-Sale, in the Yamal-sky district, just outside the Arctic Circle in the Yamal-Nenets Autonomous Okrug, with difficult air and land transport connections to the nearest population centers. The adolescents who are boarders there are children of tundra-dwellers. The particular feature of the sample is that children and

adolescents who have lived in the tundra all their lives have their own housekeeping duties in their family's tent and actively help their Nenets parents with reindeer herding. Often parents do not want to send their children to a boarding school because they end up separated from the family, from their traditional national culture, and get into an environment that is completely alien to them. And there is also the difficulty that the children and adolescents end up with a «broken» system of values. In the family, they are raised to be independent from early childhood and have clear jobs, but when they enter boarding school, the social context of their development changes drastically; the issue becomes what the adult caregivers do for them, and they have no jobs themselves except compulsory educational activities. These «swings in values regarding independence» served as the subject for an empirical study of the distinctive features of socialization, with a total of 60 people (34 girls and 26 boys).

The third group, «orphans». The respondents are «social orphans» (their parents are alive but cannot or do not want to raise them) who live in

Moscow residential institutions; they totaled 45 people, 27 girls and 18 boys, who at various ages have faced a difficult family situation. The family could not cope with problems that had arisen (alcoholism, drug addiction, getting into sects), as a result of which it was recognized that the situation was dangerous to the children's lives and health. With living parents, the children are placed in residential social institutions. Such children have a very high level of anxiety, have not formed emotional attachments, and are wary of the group's caregivers. As a rule, when forming relationships with the opposite sex, they have not established personal boundaries and have difficulties in building an independent life. It should be noted that this group of subjects was the least motivated to participate in the study.

Results

Below are descriptive statistics of the respondents' answers by sample: adolescents raised in their families («family»), at a boarding school («boarding school»), and adolescent orphans («orphan») on each scale.

Table 2

Descriptive Statistics of Responses to the Questionnaire Items in the Different Samples

Scale 1. Readiness for independent living in one's own apartment									
Item	sample	girls			boys			φ	significance
		variants of answers							
		1	2	3	1	2	3		
1. I often eat fast food (chips, crackers, a bun with sausage, etc.).*1	family	0.45	0.45	0.10	0.69	0.25	0.06	0.235	0.129
	boarders	0.35	0.50	0.15	0.50	0.42	0.08	0.162	0.455
	orphans	0.56	0.37	0.07	0.35	0.53	0.12	0.198	0.422
2. I iron my clothes.	family	0.07	0.10	0.83	0.06	0.34	0.59	0.307	0.030
	boarders	0.00	0.29	0.71	0.15	0.31	0.54	0.313	0.053
	orphans	0.00	0.37	0.63	0.12	0.47	0.41	0.314	0.114
3. I usually follow recipes when I cook.	family	0.17	0.55	0.29	0.28	0.56	0.16	0.181	0.296
	boarders	0.12	0.59	0.29	0.46	0.38	0.15	0.387	0.011
	orphans	0.04	0.67	0.30	0.31	0.50	0.19	0.385	0.041
4. I know how to repair clothes (sew on buttons, mend a hole, etc.).	family	0.02	0.19	0.79	0.06	0.16	0.78	0.103	0.673
	boarders	0.00	0.09	0.91	0.15	0.46	0.38	0.569	0.000
	orphans	0.11	0.22	0.67	0.12	0.41	0.47	0.211	0.377
5. I know how to make a house or a room comfortable.	family	0.00	0.14	0.86	0.00	0.38	0.63	-0.268	0.021
	boarders	0.03	0.15	0.82	0.00	0.46	0.54	0.356	0.022
	orphans	0.04	0.26	0.70	0.06	0.47	0.47	0.234	0.301

*1 reverse items are marked

6. I wash my dishes after eating.	family	0.02	0.21	0.76	0.00	0.31	0.69	0.146	0.453
	boarders	0.00	0.12	0.88	0.27	0.35	0.38	0.550	0.000
	orphans	0.00	0.11	0.89	0.00	0.18	0.82	-0.093	0.538
7. I know how to keep my apartment or room tidy.	family	0.05	0.14	0.81	0.06	0.28	0.66	0.179	0.307
	boarders	0.03	0.00	0.97	0.04	0.23	0.73	0.384	0.012
	orphans	0.00	0.19	0.81	0.06	0.18	0.76	0.192	0.444
8. I wash my own clothes.	family	0.05	0.21	0.74	0.13	0.38	0.50	0.250	0.099
	boarders	0.03	0.12	0.85	0.27	0.46	0.27	0.595	0.000
	orphans	0.07	0.15	0.78	0.12	0.24	0.65	0.143	0.638
9. I cook hot meals.	family	0.02	0.19	0.79	0.03	0.41	0.56	0.242	0.115
	boarders	0.03	0.35	0.62	0.42	0.35	0.23	0.522	0.000
	orphans	0.04	0.19	0.78	0.12	0.41	0.47	0.318	0.108
Scale 2. Behavior in extreme situations									
		girls			boys			φ	significance
Item	sample	variants of answers							
		1	2	3	1	2	3		
1. I know how to give first aid to myself and others.	family	0.10	0.52	0.38	0.13	0.38	0.50	0.148	0.445
	boarders	0.09	0.32	0.59	0.12	0.73	0.15	0.446	0.003
	orphans	0.07	0.48	0.44	0.20	0.40	0.40	0.187	0.479
2. I know how to call an ambulance.	family	0.00	0.10	0.90	0.03	0.06	0.91	0.145	0.460
	boarders	0.06	0.18	0.76	0.08	0.15	0.77	0.044	0.943
	orphans	0.04	0.11	0.85	0.07	0.33	0.60	0.288	0.175
3. I know what to do in case of fire.	family	0.00	0.21	0.79	0.00	0.06	0.94	0.211	0.069
	boarders	0.03	0.18	0.79	0.08	0.15	0.77	0.110	0.697
	orphans	0.00	0.04	0.96	0.00	0.27	0.73	-0.340	0.028
4. I can help a friend when he is in trouble.	family	0.00	0.05	0.95	0.00	0.06	0.94	-0.033	0.779
	boarders	0.00	0.12	0.88	0.00	0.19	0.81	-0.104	0.422
	orphans	0.00	0.19	0.81	0.00	0.33	0.67	-0.167	0.280
5. If the door to my room slams shut. I will look for a solution myself.	family	0.07	0.33	0.60	0.00	0.31	0.69	0.186	0.279
	boarders	0.00	0.24	0.76	0.04	0.15	0.81	0.175	0.400
	orphans	0.11	0.48	0.41	0.00	0.47	0.53	0.219	0.366
6. I know what to do when I lose my wallet.	family	0.12	0.33	0.55	0.06	0.31	0.63	0.106	0.662
	boarders	0.12	0.38	0.50	0.08	0.31	0.62	0.118	0.658
	orphans	0.15	0.22	0.63	0.20	0.40	0.40	0.226	0.341
7. I know what to do when a hurricane or a blizzard starts.	family	0.12	0.33	0.55	0.06	0.22	0.72	0.177	0.315
	boarders	0.12	0.35	0.53	0.15	0.27	0.58	0.094	0.767
	orphans	0.07	0.41	0.52	0.20	0.20	0.60	0.251	0.266
8. I know what to do when I need to call for help. but I don't have a phone.	family	0.12	0.26	0.62	0.00	0.22	0.78	0.250	0.098
	boarders	0.21	0.38	0.41	0.15	0.27	0.58	0.164	0.446
	orphans	0.11	0.15	0.74	0.07	0.33	0.60	0.219	0.364
9. I know what to do when I've lost my passport.	family	0.05	0.07	0.88	0.06	0.13	0.81	0.099	0.696
	boarders	0.03	0.29	0.68	0.08	0.12	0.81	0.230	0.204
	orphans	0.12	0.08	0.81	0.07	0.13	0.80	0.115	0.762

Scale 3. Financial literacy									
Item	sample	girls			boys			φ	significance
		variants of answers							
		1	2	3	1	2	3		
1. I know how to plan my daily budget.	family	0.19	0.38	0.43	0.13	0.59	0.28	0.211	0.192
	boarders	0.09	0.53	0.38	0.27	0.46	0.27	0.245	0.166
	orphans	0.11	0.48	0.41	0.12	0.53	0.35	0.055	0.936
2. I save money.	family	0.14	0.52	0.33	0.16	0.31	0.53	0.220	0.166
	boarders	0.09	0.24	0.68	0.12	0.46	0.42	0.260	0.133
	orphans	0.19	0.44	0.37	0.12	0.35	0.53	0.160	0.570
3. I know where to buy things at the best price.	family	0.12	0.33	0.55	0.16	0.38	0.47	0.082	0.780
	boarders	0.03	0.35	0.62	0.08	0.42	0.50	0.142	0.545
	orphans	0.07	0.30	0.63	0.06	0.71	0.24	0.407	0.026
4. I use discounts, coupons.	family	0.14	0.38	0.48	0.22	0.44	0.34	0.142	0.473
	boarders	0.32	0.41	0.26	0.54	0.35	0.12	0.239	0.179
	orphans	0.04	0.54	0.42	0.35	0.47	0.18	0.438	0.016
5. I can compare prices and buy at a good price.	family	0.14	0.26	0.60	0.13	0.38	0.50	0.121	0.581
	boarders	0.06	0.38	0.56	0.15	0.42	0.42	0.180	0.380
	orphans	0.04	0.26	0.70	0.12	0.53	0.35	0.349	0.069
6. I have a credit card.	family	0.60	0.05	0.36	0.59	0.03	0.38	0.043	0.934
	boarders	0.79	0.09	0.12	0.73	0.08	0.19	0.104	0.724
	orphans	0.70	0.15	0.15	0.88	0.12	0.00	0.262	0.221
7. I economize on electricity and water.	family	0.26	0.38	0.36	0.25	0.50	0.25	0.131	0.528
	boarders	0.09	0.35	0.56	0.08	0.50	0.42	0.149	0.514
	orphans	0.11	0.52	0.37	0.06	0.47	0.47	0.118	0.734
8. I know where and when to pay utility bills.	family	0.14	0.33	0.52	0.13	0.25	0.63	0.104	0.672
	boarders	0.38	0.32	0.29	0.50	0.27	0.23	0.118	0.658
	orphans	0.07	0.19	0.74	0.29	0.18	0.53	0.297	0.143
9. I write a grocery list when I go to the store.	family	0.21	0.45	0.33	0.47	0.34	0.19	0.275	0.061
	boarders	0.24	0.32	0.44	0.58	0.19	0.23	0.349	0.026
	orphans	0.26	0.26	0.48	0.47	0.35	0.18	0.314	0.114
Scale 4. Readiness to lead a healthy lifestyle									
Item	sample	girls			boys			φ	significance
		variants of answers							
		1	2	3	1	2	3		
1. I know two signs of pregnancy.	family	0.05	0.31	0.64	0.28	0.19	0.53	0.331	0.017
	boarders	0.26	0.47	0.26	0.81	0.08	0.12	0.547	0.000
	orphans	0.15	0.19	0.67	0.47	0.29	0.24	0.437	0.015
2. I know where the clinic is.	family	0.00	0.00	1.00	0.03	0.03	0.94	0.191	0.260
	boarders	0.00	0.03	0.97	0.00	0.08	0.92	-0.108	0.403
	orphans	0.00	0.11	0.89	0.00	0.29	0.71	-0.231	0.125
3. I can identify the signs of drug use in my peers.	family	0.12	0.38	0.50	0.13	0.25	0.63	0.141	0.478
	boarders	0.62	0.18	0.21	0.62	0.15	0.23	0.038	0.957
	orphans	0.15	0.41	0.44	0.29	0.41	0.29	0.196	0.428

4. I take a shower every day.	family	0.05	0.05	0.90	0.03	0.22	0.75	0.260	0.082
	boarders	0.03	0.44	0.53	0.19	0.58	0.23	0.359	0.021
	orphans	0.00	0.11	0.89	0.06	0.31	0.63	0.333	0.092
5. I brush my teeth every morning and evening.	family	0.02	0.24	0.74	0.03	0.25	0.72	0.028	0.972
	boarders	0.00	0.15	0.85	0.00	0.23	0.77	-0.107	0.406
	orphans	0.00	0.04	0.96	0.06	0.31	0.63	0.445	0.014
6. I think about how food affects my health.	family	0.05	0.38	0.57	0.13	0.22	0.66	0.204	0.213
	boarders	0.00	0.41	0.59	0.15	0.38	0.46	0.308	0.058
	orphans	0.07	0.26	0.67	0.18	0.41	0.41	0.258	0.232
7. I do sports.	family	0.07	0.38	0.55	0.03	0.22	0.75	0.210	0.197
	boarders	0.06	0.26	0.68	0.00	0.19	0.81	0.192	0.332
	orphans	0.19	0.52	0.30	0.12	0.47	0.41	0.131	0.686
8. I get enough sleep.	family	0.21	0.52	0.26	0.28	0.47	0.25	0.078	0.797
	boarders	0.21	0.47	0.32	0.19	0.35	0.46	0.147	0.524
	orphans	0.37	0.44	0.19	0.24	0.35	0.41	0.251	0.250
9. I use various personal hygiene products	family	0.02	0.10	0.88	0.03	0.13	0.84	0.054	0.898
	boarders	0.09	0.29	0.62	0.23	0.54	0.23	0.389	0.011
	orphans	0.00	0.04	0.96	0.00	0.18	0.82	-0.236	0.117

Scale 5. Social communication

Item	sample	variants of answers						φ	significance
		girls			boys				
		1	2	3	1	2	3		
1. I share my thoughts and feelings with others in my social networks.	family	0.31	0.55	0.14	0.44	0.50	0.06	0.164	0.372
	boarders	0.29	0.50	0.21	0.38	0.38	0.23	0.118	0.657
	orphans	0.48	0.37	0.15	0.27	0.53	0.20	0.210	0.396
2. I ask for help from two or more adults.	family	0.17	0.45	0.38	0.22	0.47	0.31	0.083	0.774
	boarders	0.09	0.38	0.53	0.23	0.42	0.35	0.229	0.206
	orphans	0.11	0.56	0.33	0.13	0.60	0.27	0.071	0.900
3. Friends can ask me for help.	family	0.00	0.05	0.95	0.00	0.16	0.84	-0.184	0.114
	boarders	0.03	0.26	0.71	0.04	0.27	0.69	0.026	0.980
	orphans	0.04	0.15	0.81	0.00	0.40	0.60	0.298	0.155
4. I am pleased with the number of my friends.	family	0.10	0.12	0.79	0.09	0.19	0.72	0.096	0.712
	boarders	0.03	0.09	0.88	0.04	0.08	0.88	0.031	0.971
	orphans	0.00	0.26	0.74	0.07	0.27	0.67	0.211	0.391
5. I have more friends on the Internet than in real life.*	family	0.60	0.19	0.21	0.63	0.19	0.19	0.035	0.955
	boarders	0.29	0.38	0.32	0.54	0.23	0.23	0.249	0.156
	orphans	0.56	0.33	0.11	0.67	0.20	0.13	0.141	0.657
6. I know how to get to know people and make friends.	family	0.00	0.29	0.71	0.00	0.19	0.81	0.113	0.329
	boarders	0.09	0.18	0.74	0.08	0.54	0.38	0.386	0.012
	orphans	0.11	0.33	0.56	0.13	0.40	0.47	0.085	0.858
7. I can get feedback from an adult without being annoyed.	family	0.05	0.19	0.76	0.00	0.22	0.78	0.147	0.448
	boarders	0.09	0.53	0.38	0.19	0.38	0.42	0.179	0.383
	orphans	0.00	0.26	0.74	0.07	0.53	0.40	0.366	0.060

8. I know how to engage safely on social networks.	family	0.05	0.36	0.60	0.00	0.31	0.69	0.159	0.392
	boarders	0.12	0.47	0.41	0.19	0.46	0.35	0.109	0.699
	orphans	0.04	0.42	0.54	0.07	0.40	0.53	0.064	0.920
9. In my real life there is an adult I would like to be like.	family	0.17	0.26	0.57	0.19	0.16	0.66	0.127	0.550
	boarders	0.12	0.24	0.65	0.19	0.35	0.46	0.186	0.353
	orphans	0.30	0.30	0.41	0.53	0.20	0.27	0.234	0.317

Scale 6. Readiness for self-education

Item	sample	girls			boys			φ	significance
		variants of answers							
		1	2	3	1	2	3		
1. I know how to behave properly in class.	family	0.00	0.19	0.81	0.06	0.25	0.69	0.211	0.194
	boarders	0.06	0.41	0.53	0.08	0.54	0.38	0.144	0.538
	orphans	0.04	0.37	0.59	0.00	0.53	0.47	0.185	0.489
2. I understand how to behave during an exam.	family	0.02	0.07	0.90	0.00	0.19	0.81	0.200	0.228
	boarders	0.00	0.00	1.00	0.00	0.15	0.85	-0.306	0.018
	orphans	0.00	0.11	0.89	0.00	0.20	0.80	-0.122	0.430
3. I can get advice from my teachers on issues that are interesting to me.	family	0.07	0.33	0.60	0.13	0.31	0.56	0.091	0.738
	boarders	0.09	0.12	0.79	0.04	0.31	0.65	0.245	0.165
	orphans	0.26	0.33	0.41	0.27	0.53	0.20	0.229	0.333
4. I thank the teachers for help at school.	family	0.00	0.02	0.98	0.03	0.09	0.88	0.207	0.206
	boarders	0.03	0.12	0.85	0.04	0.23	0.73	0.155	0.486
	orphans	0.11	0.07	0.81	0.00	0.40	0.60	0.427	0.022
5. I know how to work in a team.	family	0.00	0.12	0.88	0.03	0.16	0.81	0.147	0.450
	boarders	0.03	0.32	0.65	0.04	0.27	0.69	0.061	0.893
	orphans	0.11	0.44	0.44	0.00	0.40	0.60	0.228	0.337
6. I can ask my teacher for help.	family	0.07	0.21	0.71	0.03	0.16	0.81	0.122	0.578
	boarders	0.09	0.18	0.74	0.08	0.54	0.38	0.386	0.012
	orphans	0.11	0.19	0.70	0.20	0.20	0.60	0.129	0.705
7. I like what I am doing at school.	family	0.02	0.31	0.67	0.03	0.16	0.81	0.177	0.313
	boarders	0.06	0.21	0.74	0.08	0.46	0.46	0.286	0.086
	orphans	0.19	0.44	0.37	0.08	0.54	0.38	0.146	0.653
8. I feel a sense of purpose in class.	family	0.02	0.31	0.67	0.03	0.19	0.78	0.139	0.491
	boarders	0.09	0.47	0.44	0.15	0.54	0.31	0.151	0.506
	orphans	0.12	0.62	0.27	0.23	0.31	0.46	0.291	0.191
9. I am a disciplined student.	family	0.00	0.19	0.81	0.03	0.28	0.69	0.177	0.313
	boarders	0.03	0.29	0.68	0.08	0.50	0.42	0.257	0.138
	orphans	0.08	0.46	0.46	0.15	0.38	0.46	0.126	0.734

Scale 7. Vocational orientation

Item	sample	girls			boys			φ	significance
		variants of answers							
		1	2	3	1	2	3		
1. I have acquired knowledge at school that will allow me to choose my job later on *1	family	0.14	0.48	0.38	0.22	0.41	0.38	0.104	0.672
	boarders	0.09	0.59	0.32	0.08	0.46	0.46	0.141	0.549
	orphans	0.11	0.52	0.37	0.29	0.53	0.18	0.272	0.197

2. I have the opportunity to discuss my plans for further education with teachers, employers, etc.	family	0.31	0.26	0.43	0.19	0.44	0.38	0.196	0.242
	boarders	0.21	0.44	0.35	0.42	0.35	0.23	0.237	0.184
	orphans	0.15	0.48	0.37	0.35	0.18	0.47	0.332	0.088
3. I have a supervisor (teacher, tutor) to whom I can turn on issues about my life.	family	0.29	0.38	0.33	0.38	0.22	0.41	0.174	0.325
	boarders	0.56	0.35	0.09	0.85	0.12	0.04	0.307	0.059
	orphans	0.23	0.35	0.42	0.29	0.41	0.29	0.131	0.691
4. I have job experience (summer counselor, at my parents' job).	family	0.12	0.31	0.57	0.03	0.22	0.75	0.207	0.205
	boarders	0.53	0.38	0.09	0.54	0.15	0.31	0.331	0.037
	orphans	0.38	0.31	0.31	0.35	0.47	0.18	0.184	0.484
5. I read literature that is interesting to me for my chosen occupation.	family	0.02	0.48	0.50	0.06	0.41	0.53	0.111	0.636
	boarders	0.18	0.41	0.41	0.38	0.35	0.27	0.239	0.181
	orphans	0.19	0.37	0.44	0.41	0.41	0.18	0.309	0.122
6. I am familiar with the requirements of the work that interests me.	family	0.02	0.19	0.79	0.06	0.13	0.81	0.126	0.558
	boarders	0.15	0.38	0.47	0.31	0.23	0.46	0.217	0.243
	orphans	0.11	0.37	0.52	0.19	0.25	0.56	0.145	0.636
7. I have a career plan.	family	0.17	0.38	0.45	0.16	0.34	0.50	0.048	0.919
	boarders	0.24	0.41	0.35	0.35	0.35	0.31	0.122	0.639
	orphans	0.33	0.30	0.37	0.06	0.53	0.41	0.336	0.083
8. I know how to compose a résumé.	family	0.17	0.29	0.55	0.13	0.25	0.63	0.081	0.785
	boarders	0.26	0.53	0.21	0.54	0.31	0.15	0.282	0.092
	orphans	0.12	0.62	0.27	0.18	0.53	0.29	0.100	0.807
9. I can name 2 people who are very important for me as contacts when I look for work.	family	0.29	0.33	0.38	0.19	0.44	0.38	0.130	0.537
	boarders	0.15	0.35	0.50	0.46	0.27	0.27	0.352	0.024
	orphans	0.46	0.35	0.19	0.59	0.29	0.12	0.133	0.684

Analysis. An analysis was carried out the same way for all the scales of the questionnaire. Between boys and girls living with their families, only one item was significantly different: a question about pregnancy, which is quite understandable. There are no significant differences among all the other points in the structure of the answers. Living at a boarding school or an orphanage leads to

large differences in responses. The girls' answers show their greater readiness for independent living.

We calculated Cronbach's alpha to verify the internal consistency of the questionnaire. Some statements that lower the level of consistency were excluded. In Table 3 such items were deleted before the reliability (consistency) indicators were calculated.

Table 3

Scale Consistency Indicators

Scales	Cronbach's alpha	Number of items
Readiness for independent living in one's own apartment	0.718	9
Behavior in extreme situations	0.775	7
Financial literacy	0.730	8
Readiness to lead a healthy lifestyle	0.679	5
Social communication	0.604	8
Readiness for self-education	0.764	9
Vocational orientation	0.752	8

Two-factor analysis of variance was used for further analysis. Gender and place of residence (with the family or at boarding school) were taken as the independent dichotomous variables. The scores for each scale were the dependent variables. We compared only two of the samples, excluding the Moscow respondents, because the observed differences between them and the others could be interpreted not only on the basis of social status, but also that the respondents live in another region, one significantly different in its social aspect.

The figures below show the significance of differences in one of the factors, depending upon the value of the second factor.

The strength of the indicator readiness for independent living in one's own apartment, mea-

sured separately for boys and girls and depending on their place of residence, shows that this readiness is lower in the adolescents of both sexes who live at the boarding school compared to those who live with their families. For the girls, the difference is not significant, whereas for the boys the p-value = 0.07, so these differences are significant.

The strength of the indicator Behavior in Extreme Situations, measured separately for the boys and the girls and depending on their place of residence, shows that for girls, place of residence does not play a significant role, whereas for boys this readiness drops significantly when they live at the boarding school. It should be noted, however, that for the boys this indicator is significantly lower than for the girls, even for those who live with their families.

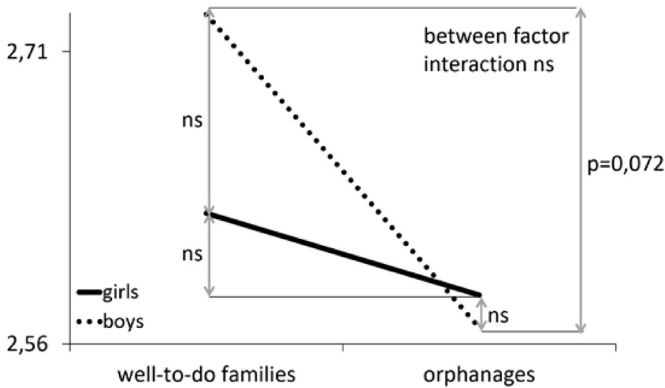


Fig 1. «Readiness for independent living in one's own apartment», depending on gender and place of residence

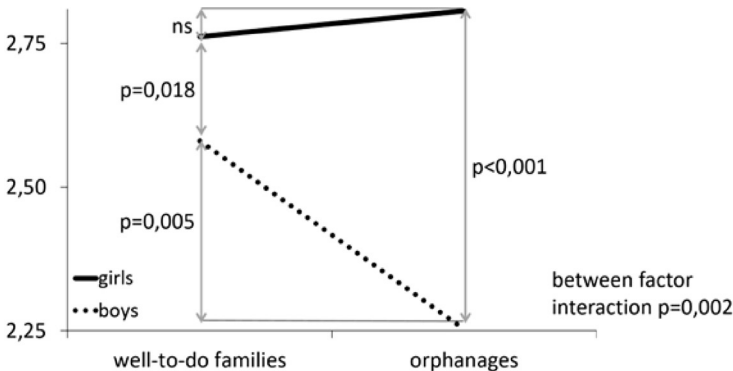


Fig 2. «Behavior in extreme situations», depending on gender and place of residence

The indicator financial literacy is similar to the previous case (Fig. 2). For the girls, the place of residence does not play a significant role, but for the boys this literacy is lower when they live at the boarding school. Thus, while the girls and boys who live with their families do not differ significantly in their financial literacy, the boys from the boarding school are much less financially literate than the girl.

The strength of the indicator readiness to lead a healthy lifestyle shows that such readiness is significantly lower in adolescents of both sexes living at boarding schools, compared with adolescents living with their families. But the indicator for the boys is significantly lower. Thus, while for adolescents living with their families, the difference between boys and girls is not significantly

expressed for this indicator, the boys living at boarding school rate significantly lower than the girls in the same situation.

The results for the scales of social communication (Fig. 5) and readiness for self-education (Fig. 6) are identical to the results described above (Fig. 4.). This indicator is lower in the adolescents of both sexes who live at the boarding school compared to those living with their families. But the indicator for the boys is significantly lower. Thus, for the adolescents living with their families, the difference between the boys and the girls is not significant for this indicator, whereas the boys living at boarding school score significantly lower than the girls in the same situation.

Vocational orientation shows that such readiness is significantly lower in the children of both

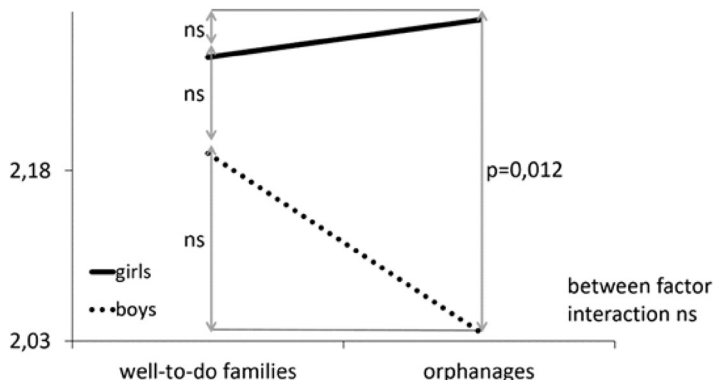


Fig 3. «Financial literacy», depending on gender and place of residence

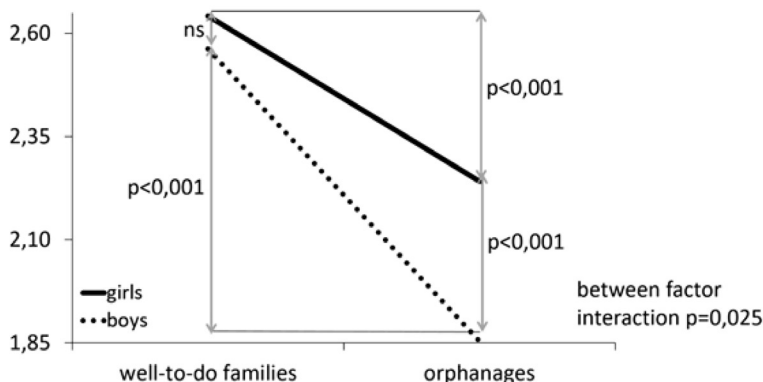


Fig 4. «Readiness to lead a healthy lifestyle», depending on gender and place of residence

sexes living at the boarding school, compared with the children living with their families. But the indicator for the boys is significantly lower. For children living with their families, the difference

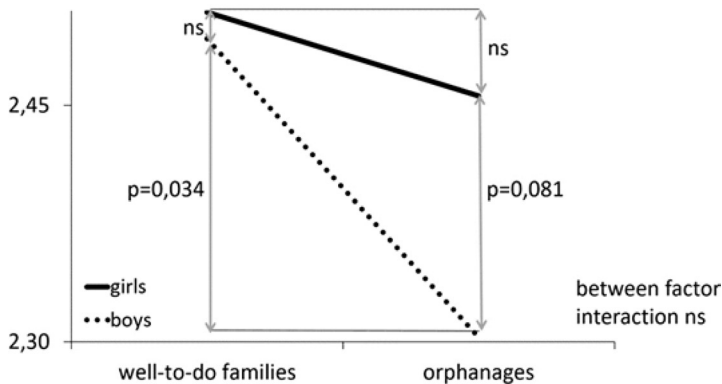


Fig 5. «Social communication», depending on gender and place of residence

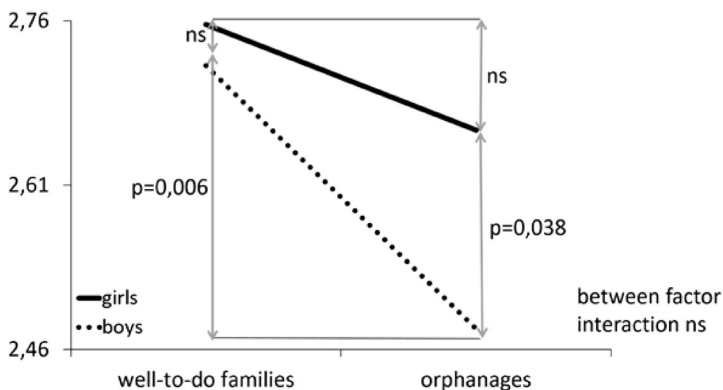


Fig 6. «Readiness for self-education», depending on gender and place of residence

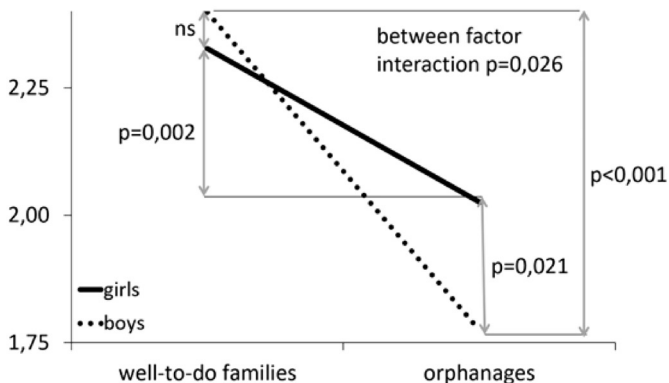


Fig 7. «Vocational orientation», depending on gender and place of residence

between the boys and the girls is not significant for this indicator, whereas the boys living at the boarding school score significantly lower than the girls in the same situation.

Limitations

Qualitative research requires adolescent motivation to participate; 179 adolescents and young adults participated in the program and the assessment (3 adolescents declined to participate because «there was no time to meet and fill out the questionnaires»; 4 adolescents did not participate due to low motivation).

Important limitations of this study are the gender composition of the sample — the majority of respondents were girls — as well as the uneven age composition, ranging from 15 to 20 years, which suggests a need to balance the sample.

Ethical aspects. The study followed the following ethical principles:

1) informing the adolescents in a simple and accessible way about the goals, tasks, and research procedures, and obtaining their informed written consent to participate in the study;

2) confidentiality of information (all information reported by the adolescents during the assessment was obtained anonymously).

Conclusion

The aim of the current research was improving psychometric indexes of the technique of evaluation of adolescents' readiness for independent living by revising the statements of each scale.

As a result, the new version of the questionnaire includes 63 statements representing seven spheres of life: 1) readiness for independent living in an apartment of one's own; 2) behavior in Extreme Situations; 3) financial literacy; 4) readiness to lead a healthy lifestyle; 5) social communication; 6) readiness for self-education; 7) vocational orientation. According to approbation results the final version contains 54 statements. We are going to continue the research in order to improve the psychometric indexes of the technique further.

Comparing the answers of a group of adolescents living at boarding school with the answers of those who live with their families, it was found that the girls differ significantly less between the

two groups than do the boys. It may be assumed that even at the boarding school, girls are taught to take care of themselves and others, whereas for boys, staying at the boarding school does more harm to the development of independence and the formation of an individual style of socialization. The results indicate that the distinctive features of the social situation of development and the social status of the participants in the study (adolescents raised in boarding school and adolescents raised in their families) affect the adolescent's readiness for independent living. The children living apart from the family, at boarding school, showed lower scores compared with the adolescents living with their families, which may be indicative of criterion validity.

Particularly interesting is that the adolescents from the two samples («family», «boarding school») have parents, unlike the third sample («orphans»). The only difference between them is that some live at boarding school, while others live at home. But the readiness for independent living of those who live at boarding school is significantly lower than those who live with their families. Furthermore, the boys displayed less readiness than the girls. The question arises: «How will the boys create their own families and how will they prepare the new generation for independent living?» Therefore, it seems to us important to develop and implement special programs for boarding schools. Such programs can be based on the diagnostic scales we have validated in our research: 1) readiness for independent living in one's own apartment; 2) behavior in extreme situations; 3) financial literacy; 4) readiness to lead a healthy lifestyle; 5) social communication; 6) readiness for self-education; 7) vocational orientation. Each of the proposed scales could be a separate program for the development of adolescents' life skills. We believe that the questionnaire we have developed provides a structure for educational programs to prepare adolescents for independent living.

In our study, the questionnaire was validated in two cities, which could affect its psychometric indicators when used in small cities; therefore, more extensive testing of this questionnaire is required, and assessment of its validity in different social situations of adolescent

development. The validation we conducted of the «Readiness for Independent Life» questionnaire made it evident that the scales are sufficiently consistent and can be used by specialists in various social, educational, and social organizations, offering the possibility of group interventions for adolescents.

The results of our study will be useful for parents who are raising adolescents and for specialists who work with parents and adolescents. This research necessitates expanding the sample and identifying additional factors that affect the development of adolescents' personality potential in the process of preparing for independent living.

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Разработка и апробация опросника «Готовность подростков к самостоятельной жизни»: оценка и развитие жизненных навыков

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Статья посвящена описанию процесса разработки и апробации опросника «Готовность подростков к самостоятельной жизни». Опросник основан на адаптации методики Ansell-Casey Life Skills Assessment (ACLSA) Youth 4 — Version 4.0 [32]. Особенностью модифицированного опросника является изменение вопросов для подростков из интернатных учреждений с учетом культурных особенностей их готовности к самостоятельной жизни. В основе опросника лежит концепция жизнестойкости, согласно которой жизненные навыки способствуют социализации подростков к миру «взрослости» и неопределенности. Исследование проводилось в Москве и Ямало-Ненецком автономном округе. Общий объем выборки составил 179 респондентов, из них 76 юношей и 103 девушки, средний возраст респондентов 17 лет. Для анализа полученных данных использовался двухфакторный дисперсионный анализ. В качестве независимых дихотомических переменных были взяты пол подростков (мальчики или девочки) и место их проживания (в семье или интернате). Зависимыми переменными служили баллы по каждой шкале. Была продемонстрирована надежность разработанного опросника, а также его конструктивная и конвергентная валидность. В заключении сформулированы рекомендации исследователям, работающим или планирующим работать с подростковыми выборками.

Ключевые слова: неопределенность, подростковый возраст, жизнестойкость, шкала готовности к самостоятельной жизни.

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