

Features of the Internal Position of an Adult in Modern Students of Early Adolescence

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The article presents the results of an empirical study dealing with the features of the adult internal position as a motivational basis for self-determination in modern high school and college students. The study aims to analyze the adult internal position in adolescent students, which is seen as a confluence of the social need for autonomy and the cognitive need for professional education. The hypothesis was tested that the peculiarity of the studied psychological phenomenon is due to the fact that the external conditions of development (environmental factors and institutional requirements for growing up) outpace the formation of internal conditions that ensure the modern young people's individual psychological readiness for self-determination. We tested the assumption that the institutional requirements for adulthood outpaced the modern young people's individual psychological readiness for self-determination. Standardized scale methods were used to diagnose the level of professional identity (A. Azbel), the level of ambition and self-esteem (the Dembo-Rubinshtein scale modified by A. Prikhozhan), the level of subjective control (modified by A. Gretsov), as well as to study the emotional attitude towards learning (modified by A. Andreeva-A. Prikhozhan). The sample of the study is 191 people, high school and colleges students from Moscow and Orsk. Correlative, cluster and factor analysis of the data obtained confirmed the assumptions made about the structure of the adult internal position in the early youth and the features of its formation in post-industrial societies. It is shown that the formation of the professional identity of modern high school and college students is more consistent with the objective requirements of the social situation, rather than the level of personal maturity necessary for making informed decisions.

Keywords: adult internal position, normative crisis, age patterns of development, adolescence, early youth.

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Особенности внутренней позиции взрослого у современных учащихся раннего юношеского возраста

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Представлены результаты эмпирического изучения особенностей внутренней позиции взрослого как мотивационной основы готовности к самоопределению у современных старшеклассников и студентов колледжей. Исследование посвящено анализу внутренней позиции взрослого у учащихся юношеского возраста, рассматриваемой как сплав социальной потребности в самостоятельности и познавательной потребности, направленной на получение профессионального образования. Проверялась гипотеза о своеобразии изучаемого психологического феномена, обусловленном тем, что внешние условия развития (средовые факторы и институциональные требования к взрослению) опережают становление внутренних условий, обеспечивающих личностную психологическую готовность современных молодых людей к самоопределению. Для решения поставленных задач использовались стандартизированные шкальные методики, направленные на диагностику уровня профессиональной идентичности (А.А. Азбель), выявление уровня притязаний и самооценки (шкала Дембо-Рубинштейн в модификации А.М. Прихожан), диагностику уровня субъективного контроля (модификация А.Г. Грецова), изучение эмоционального отношения к учению (модификация А.Д. Андреевой-А.М. Прихожан). Выборка исследования — 191 человек, старшеклассники общеобразовательных школ и студенты 1—2 курсов колледжей городов Москвы и Орска. Проведенные корреляционный, кластерный и факторный анализы полученных данных подтвердили выдвинутые предположения о структуре внутренней позиции взрослого у учащихся раннего юношеского возраста и особенностях ее становления в условиях постиндустриального общества. Показано, что формирование профессиональной идентичности современных старшеклассников и студентов колледжей в большей степени соответствует объективным требованиям социальной ситуации, нежели уровню личностной зрелости, необходимому для принятия осознанных решений.

Ключевые слова: внутренняя позиция взрослого человека, нормативный кризис, возрастные закономерности развития, ранний юношеский возраст.

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Introduction

Today's high school students as well as the students of secondary vocational schools get ready to enter independent adult life. It is assumed that the level of psychological maturity reached by this time allows them to make their first decisions regarding their own future. The criterion of the maturity, after the definition by L.I. Bozhovich, is the emergence of an adult internal position — the most important new formation of middle adolescence which is associated with self-determination and accomplishes child's ontogenetic development [2]. Nowadays the world of professions as well as the education system undergo rapid changes which make self-determination difficult for young people. [1; 6; 18; 23].

Many researchers emphasize that at the middle-adolescent age the orientation to the future becomes the main focus of the personality and the problem of choosing a career turns into the center of young people's interests. That's why psychologists consider professional and social self-determination as the most important new formation of middle adolescence. However, it should be preceded by the formation of the adult internal position [21; 22].

The very concept of the internal position as a motivational formation was introduced by L.I. Bozhovich in 1951. She considered it as a characteristic of child's psychological readiness to start school, i.e., to enter the system of its social and educational norms and requirements

[2]. The content of the "internal position" concept has been revised and refined by other researchers over several decades; now it's not only limited to the educational process but includes a wide range of situations associated with the adoption of a new social role [15; 17; 19]. The phenomenon firstly described for children experiencing the seven-year-old crisis rightfully took its place among the symptoms of personality crisis. The emergence of a new internal position indicates that a person has found a sphere for his/her further development and is ready to enter a new system of social relations. The most important semantic aspect of the internal position, according to D.V. Lubovsky, is that it cannot be imposed from outside — it is a conscious choice made by an individual in accordance with his/her internal motives [9].

This study is aimed at studying the features of an adult internal position as a new formation of a development crisis experienced by young people aged 16—18. The adult internal position as a complex psychological formation implies that individual is mature enough to accept the norms of the adult life, in other words, the social role of an adult member of society. Basing on the interpretation of the internal position developed in the scientific school of L.I. Bozhovich we define this new formation as a fusion of a social component associated with the desire and psychological readiness for independence, and the cognitive motivation

aimed at obtaining a profession as a way of gaining independence. The adult internal position is a motivational mechanism that helps high school students move to a new level of social relations requiring autonomy and responsibility.

Child age-related developmental crisis is usually explained by a deepening gap between child's increased social, personal and cognitive capabilities and needs and the external conditions that remain unchanged. The main peculiarity of the "growing-up" crisis is determined by the civilizational processes characteristic of the pre-figurative society where rapid changes in all aspects of life outpace psychological development of children and teenagers and limit their potential to plan their own future.

We assume that the formation of the adult internal position in modern adolescent students is characterized by the inverse (as compared to the classic one) relation of internal (psychological) and external (social) conditions of development. Psychological maturity of young people, their readiness to take on new challenges lag behind such institutional "growing-up" parameters as transition from one educational stage to another and making decisions associated with self-determination.

Research methods

The survey is based on the cultural-historical theory by L.S. Vygotsky, the theory of personality development by L.I. Bozhovich, the conception of adolescents' readiness for self-determination by I.V. Dubrovina. Thus, we continue and develop the ideas formulated in the classic works by Russian psychologists.

In order to study the **social component** of the adult internal position we used standardized scale methods.

Formation of students' professional identity statuses was considered as the main indicator of their readiness for professional self-determination. In order to obtain empirical data, we used the method of studying professional identity statuses by A.A. Azbel [5]. It is a questionnaire designed to reveal respondents' positions regarding their future, the role of external factors affecting their decisions as well as the presence or absence of a crisis position on the issue.

The subjective control level (SCL), the balance of internality and externality was an indicator of young people's maturity and readiness to take responsibility for their decisions and actions. We used *The Subjective Control Level* questionnaire adapted for high school students by A.G. Gretsov [5].

We also used Dembo—Rubinshtein's method for assessing self-esteem and ambition level modified by A.M. Prikhozhan [13].

The **need for cognition** was evaluated by A.D. Andreeva and A.M. Prikhozhan's method including such scales as cognitive activity, anxiety, anger and achievement motivation [13].

We analyzed the empirical data using the statistical package IBM SPSS Statistics 23.0. We conducted correlation, cluster (k-means method) and factor analyses in order to reveal general age-related characteristics of the phenomenon under study. We didn't take into account gender and environmental differences because division into subgroups would have reduced the sample size and the validity of the results.

Findings

The sample consisted of 10—11 grade students of high school and

1—2 year students of colleges in Moscow and Orsk (191 people in total).

We conducted a correlation analysis to reveal the relationship between such parameters as general internality, individual characteristics of attitude towards learning, self-esteem, ambition level, and types of professional identity. The data are presented in Table 1.

It is found out that indeterminate professional identity correlates negatively with general internality ($r = -0.147$, $p = 0.046$), cognitive activity ($r = 0.218$, $p = 0.003$), achievement motivation ($r = -0.297$, $p = 0.001$) and ambition level ($r = -0.198$, $p = 0.007$). This indicates that students are not ready to make responsible decisions.

The moratorium on decision-making in the sphere of professional self-determination causes anxiety ($r = 0.196$, $p = 0.008$). This indicates that the social situation of development for this group of students is quite tense. They know that self-determination is important but do not want to make a choice.

Determinate professional identity positively correlates with cognitive activity

($r = 0.179$, $p = 0.015$), general internality ($r = 0.250$, $p = 0.001$), achievement motivation ($r = 0.583$, $p = 0.0001$). Negative correlations between determinate professional identity and anxiety ($r = -0.258$, $p = 0.0001$), anger ($r = -0.154$, $p = 0.038$) are revealed. This may be considered as a marker for successful development of the adult internal position.

The imposed professional identity correlates negatively with general internality ($r = -0.198$, $p = 0.007$) and positively with anger ($r = 0.165$, $p = 0.026$). This may be interpreted as a sign of conscious obedience to the dictated educational route.

The analysis shows significant positive and negative correlations of the parameters of the adult internal position. This confirms that we can analyze its structure as a fusion of social and cognitive needs.

In order to analyze the structure of the adult internal position typical of modern boys and girls, we conducted an exploratory factor analysis. The factor analysis of the correlation matrix by principal component method with Varimax rotation showed that, basing on the Kaiser crite-

Table 1

Correlations of general internality, attitudes towards learning (cognitive activity, achievement motivation, anxiety, anger), professional identity, self-esteem and ambition level

Parameters	General internality	Cognitive activity	Anger	Anxiety	Achievement motivation	general rate Self-esteem	(general rate) Ambition level
Indeterminate professional identity	-0.147*	-0.218**			-0.297**		-0.198**
Moratorium				0.196**			
Determinate professional identity	0.250**	0.179*	0.154*	-0.258**	0.583**		
Imposed professional identity	-0.198**		0.165*				

Note. ** Correlation is significant at the 0.01 level (2-tailed), * Correlation is significant at the 0.05 level (2-tailed).

tion, we could identify 3 factors including 53.83% of the cumulative variance.

The appropriateness of factor analysis was confirmed by the Kaiser-Meyer-Olkin test ($KMO = 0.781$) as well as by Bartlett's test of sphericity ($\chi^2 = 3707.62$ and $p < 0.001$). Factor loadings are shown in Table 2.

The data presented in Table 2 show dominant personal characteristics of modern middle-adolescent students. It has been found out that personality traits and motivations typical of adolescents have the highest loadings, while personal features associated with readiness for professional self-determination are characterized with the smallest significant

rates. Some parameters characterized by low values (less than 0.4) are not considered.

The next step of the analysis was to divide students into groups (clusters) basing on the type of professional identity (imposed professional identity, indeterminate professional identity, moratorium, determinate professional identity). For clustering the k-means method was used. The data are presented in Table 3.

Cluster analysis makes it possible to reveal connections among the studied parameters and divide students into four typological groups depending on different levels of the adult internal position forma-

Table 2

Factor loading matrix

Parameters	Factor 1 (authority among peers % of total variance 33.933)	Factor 2 (claim for recognition % of total variance 11.434)	Factor 3 (readiness for self-determination % of total variance 8.472)
Self-esteem authority among peers	0.752	0.276	
Self-esteem attractive appearance	0.160	0.736	
Self-esteem easy-going		0.228	0.705
Self-esteem talented	0.692		
Self-esteem self-confidence	0.690	0.195	0.319
Self-esteem clever	0.630	0.193	
Achievement motivation	0.347	0.292	0.281
Level of ambition clever	0.129	0.850	
Level of ambition self-confidence	0.186	0.769	0.240
Level of ambition talented	0.207	0.708	
Level of ambition authority among peers	0.406	0.670	
Level of ambition easy-going	0.300	0.667	
Level of ambition attractive appearance	0.391	0.634	
Anxiety	-0.258		-0.755
Anger	-0.101		-0.699
General internality	0.119	0.129	0.694
Cognitive activity	0.394	0.160	0.579
Determinate professional identity			0.512

Note. The highest factor loadings are given in bold.

Table 3

**Mean values of social and cognitive components
 of the adult internal position in clusters**

	Indeterminate professional identity n = 18 (9, 2%)	Moratorium n = 49 (25, 8%)	Determinate professional identity n = 105 (55%)	Imposed professional identity n = 19 (10%)
Indeterminate professional identity	4.82	3.26	2.33	3.13
Moratorium	11.39	12.73	11.96	12.00
Determinate professional identity	6.27	9.37	9.88	8.63
Imposed professional identity	1.18	1.28	1.31	1.35
General internality	15.60	16.62	18.22	13.31
Cognitive activity	24.80	26.74	29.97	24.63
Achievement motivation	25.67	26.44	28.74	25.31
Anxiety	22.60	20.65	19.62	23.44
Anger	16	15.79	15.07	18
General rate of self-esteem	58.5	64	82	54
General rate of ambition level	63	83.5	93.5	87

tion. Detailed description of these groups will be given in the discussion section.

Discussion of results

According to the results of factor analysis, the first factor (authority among peers) that combines self-esteem on such scales as “authority among peers”, “talented”, “self-confident”, “clever”, and achievement motivation in the educational sphere is characterized by the highest loading. This structure of personality sphere has traditionally been described as typical of adolescent students. L.I. Bozhovich, relying both on her own data and on the researches by contemporary foreign authors, notes: “... the leading motive for students’ behavior at school is the desire to find their place among their comrades” [2, p. 242; 5].

The second factor — claim for recognition — combines ambitions on such

scales as “clever”, “self-confident”, “talented”, “authority among peers”, “easy-going”, “attractive appearance”. The classic Russian researches on adolescent psychology have shown that this is a sensitive period for self-esteem development [2; 11; 14].

Both factors indicate that status expectations based both on real achievements and ambitions in the sphere of interpersonal relationships are of high importance for our respondents. The data obtained demonstrate that this trend is characteristic of the majority of today’s high school and college students.

The third factor (readiness for self-determination) is the only one which includes orientation towards the adult future. It combines self-esteem on the “easy-going” scale, general internality, cognitive activity, and indeterminate professional identity. This factor has the

lowestloading. It correlates negatively with anxiety and anger. This shows that young people consider themselves as “good”, “proper”, i.e., they suppose that they satisfy the requirements of the current social situation of development (the need to choose further educational route and professional self-determination) [5; 12].

Thus, as regards personal maturity, today's middle adolescents are closer to the early adolescents of the Soviet epoch. Soviet high school students demonstrated a sharp change of the internal position as well as the dominance of motivation associated with choosing a career path and getting an education [2; 7; 8; 10; 16; 20, 21; 22].

According to the results of cluster analysis, the smallest group (9.2%) includes students with an indeterminate professional identity, low mean values of general internality, cognitive activity, achievement motivation, self-esteem and ambition level. This is the most passive group of students who do not consider their own future as well as present as a sphere of interest and personal effort.

The next group includes students (25.8%) who put a moratorium on professional self-determination. This group is characterized by mean values of general internality, cognitive activity, achievement motivation, self-esteem and ambition level. Anxiety and anger mean values are low. These students understand that career choice is inevitable but they are not psychologically ready to make it. We can assume that they are close to accepting the adult internal position, “at a low start”. This sort of delayed orientation towards the future explains the low rates of anxiety and anger.

The largest cluster (55%) includes students with a determinate professional

identity, high mean values of cognitive activity and achievement motivation, low mean values of anxiety and anger, high mean values of general internality, self-esteem and ambition level. This combination of parameters can be considered as productive. It demonstrates that these students are ready to make an independent and responsible decision regarding their future career, they are eager to learn and highly assess their ability to achieve their goals. The low level of negative emotions confirms that their orientation towards the future conforms with the main tasks of their age period.

Imposed professional identity, combined with high mean values of anxiety and anger, the lowest mean values of self-esteem, general internality and cognitive activity, but high mean values of ambition level, is found in 10% of students. The immaturity of social and cognitive components of the adult internal position combined with the forced choice of the professional education route causes a negative attitude towards studying. High rates of the ambition level act as a kind of a protective mechanism justifying the low level of personal responsibility for one's own future.

The cluster analysis demonstrates that the adult internal position has formed in more than a half of middle-adolescent students. We can also assume that another 25% of the respondents will be ready to accept this position in the near future. Only one fifth of the participants experience difficulties forming an adult position. The result obtained conforms with the main age-related pattern of psychological development that implies orientation towards the future. It also confirms that the adult internal position can be interpreted as a fusion

of social and cognitive motives aimed at obtaining a profession. This structure of professional identity can be considered as normative for middle-adolescent students experiencing self-determination crisis caused by the contradiction between the institutional requirements for a school graduate and the subjective problems of career choice in a rapidly changing labor market.

Conclusion

The data obtained confirm that the adult internal position in the middle adolescence should be seen as a fusion of two basic needs: the social one that is associated with gaining autonomy and taking responsibility for one's own future and the cognitive one aimed at choosing a career as a condition for gaining independence from the parents.

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Comparing the results of cluster and factor analyses we can conclude that the formation of professional identity, i.e. readiness for professional self-determination, is ahead of the personal maturity in modern students aged 16—18.

We assume that this gap is associated with the pressure of the institutional requirements for professional self-determination. The age limits of these norms (graduation from high school, reaching the age of majority, age of conscription) haven't changed for several decades. However, today they are imposed on young people who are mostly not mature enough. In other words, the formation of professional identity in modern high school and college students is regulated more by the objective requirements of the social situation than by the level of personal maturity necessary for making responsible decisions.

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