

SUBJECTIVE PERCEPTION OF AN INDIVIDUAL WITHIN SOCIALISATION PROCESS

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Abstract. *This a pilot study where the study method “Autoidentification and Identification Method According to Oral Portrayals of Character”. Contemporary psychological studies show that a person’s behaviour in social context is not only simple consequences of the objective conditions having effect on him or her, it significantly depends on subjective perception and interpretation of the aggregate of external events, i.e., determination of situation carried out by an individual. Autoidentification method according to oral portrayals of character (Эйдемиллер, 1973) was used for diagnosing the personality and image of “I” accentuation types. The pilot study involved two groups of adolescents; one group included adolescents with deviant behaviour (n=60, 39 boys, 21 girl) but the second group included adolescents without actual behaviour disorders (n= 60, 35 boys, 25 girls). The study allowed determination of differences between the results presented by both groups with constituting grounds for performing further empiric study with a larger selection of study in the future.*

Keywords: *Method adaptation, personal character, socialization process.*

Introduction

By getting involved in social environment a gradual socialization process takes place for a person. An individual acquires humanity and its place in society only through socialization. Individual's confidence about the efficiency of their actions in different areas of life influences individual's emotions, behaviour and interpretation of the surrounding environment (Bandura, 1997). If the individual experiences difficulties while adaption, other family members need to adapt to him or her to a considerable degree. Any such attempts to adapt may require great efforts from each individual and the family in general and sometimes lead to decompensation. Unfavourable social conditions may result in anti-social behaviour which requires social correction or resocialization. In Latvia the issue of breaches of law committed by minors is still current. The fact that the minors often chose not to change their behaviour and repeat their offences is particularly alarming. Deviant behaviour may be fully understood only after considering several factors affecting it: biological, social and psychological factors and situation context of the offence. Therefore any study providing answers to causes of unsuccessful socialization may be helpful for elaboration of resocialization and prevention approaches. The socialization process takes place most intensively in childhood and family is considered as the primary socialiser. Also environment is of great importance in the socialization process. The term *socialization* is often used as a synonym for child's *upbringing, education, etc.*

However, in addition to *upbringing* which is a socially controllable process with planned organization, *socialization* includes also spontaneous, elemental and uncontrollable processes with equally significant potential effect on personality's development. Socialization is implemented through interaction of objective relationships with person's individuality passing through the subjective world of the individual. The philosopher K. Voytila (*Pontiff John Paul II*) considers that the ability to live in a society arises from soul's transcending capacity and marks the role of personality, development of the personality and unity which he refers to as participation, as the main factors in the social unity (*Buceniece, 1995*). Personality's development in a socialization process may be assessed as a system of both objective and subjective phenomena; subjective in the sense that it takes place for each person in appropriate, unique and individual form, but in objectively recordable conditions. The psychology science studies of social perception mechanisms show that the communication process is such a type of human interaction, where they are both objects and subjects to each other (simultaneously or consecutively), and, not only as communication objects and subjects, but also simultaneously as objects and subjects of cognition (*Обозов Н. Н., 1982; Бодалев А. А., 1990*). The essence of the present study refers to the effect of personality's subjective perception on socialization process. After analysing the theoretical material a hypothetical idea was drawn forward that the result would differ for individuals with different subjective perception even with the possibility of modelling identical external determinants of socialization. The authors of the study do not reject the role of environment and family as the main socialisers and attempt to take a look at the behaviour problems of adolescents from their point of view.

Family as an Aggregate of Individual Personalities

A family consists of different personalities with characteristic individually psychological peculiarities. Interrelated correction of the expression of such peculiarities takes place within the family communication process. Each individual has to "play their role" according to the family structure and system of mutual expectations. System of mutual role relationships introduces significant corrections in the expression of the individual peculiarities of each family member. In the result the same person may be shy and self-controlled in the family of their parents and expansive and demanding in own family (*Эйдемиллер, 1993*). The ability of a family member to adapt, to correct the expressions of individually psychological peculiarities and to adapt them to the structure of family relationships is of great importance for functioning of a family. A family consisting of bright personalities with low capacity of restricting and themselves in the cases on need face additional difficulties.

Accentuation and personality disorders arise on the basis of excessive expression of specific peculiarities of a personality. Such expression may be the extreme option of the standard, i.e., accentuation, but it may also step over its boundaries, i.e., personality disorders. Both characteristic features constitute limited ability of an individual to differentiate and correct the expressions of the accentuated peculiarity. Also in positive cases when such attempts are successful, they still cause significant discontent and nervous and mental pressure. J. Lubenko (Lubenko, 2011) points out to the relation between the family environment and self-perception of adolescents with the externalized behaviour of adolescents. In the event of behaviour disorders the factor of heredity is also important (Rutter, Silberg, O'Conner, Siminoff, 1999). Several researchers mention the role of child's temper with relation to the effect of heredity on development of psychopathology of a child. Temper includes the descriptions of individual's basic reactivity and self-regulation. The researchers of contemporary temper say that the vulnerability of an individual consists of high negative affectivity level combined with insufficient conscious control of reactions (Calkins & Fox, 2002). Person's functioning and adaptation is a product of dynamic interaction of personal and behavioural factors and factors of surrounding environment (Bandura, 2006). Bandura specifies that persons have the ability of self-organization, self-reflection, self-regulation and ability to judge themselves on the basis of their activity. Such cognitive abilities make a person a proactive being that creates and determines their surrounding environment to a significant extent and is not passively influenced by its conditions. Considering the intrapersonal variables with potential effect on the significance of the surrounding social environment in person's development is very important. The effect of the surrounding social environment on an individual is mediated with components of the concept of "I". At the adolescent age self-reflection and self-analysis capacity become current and the concept of "I" in development process (Schunk, Meece, 2006). Each successfully solved family problem improves the integration of family and results into a sequence of positive changes in the most different areas of life and relationships. Family psychotherapy focuses on the contradiction between the personality and family and methods which a family is using for solving conflicts. It turns out that the basis for family functioning assessment is not the total individual satisfaction, non-existence of conflicts or no present specific difficulties in the family functioning; it is the efficiency of the family mechanisms of family and personality integration. A similar approach was developed also by Nathan Ackerman who referred to two types of conflicts, i.e., conflict within a family and personality conflict and the mutual relation between them (Ackerman, 1970). Basic types of family problem solving (reintegrating and disintegrating solutions) refer to the "snake problem" as a situation when a family has to make a decision and faces significant difficulties in the decision making or

implementation. Upbringing is not a problem when the child is obedient, gifted and loving his or her parents, but in the event of no such characteristics present the situation may be quite complicated. Families with disturbed relationships are unable of individual solution of contradictions and conflicts arising in their life. In the result of long-term conflict a decrease in social and psychological adaptation and inability of performing joint activity (including the inability of achieving a harmonized action with respect to children upbringing) is observed for family members (*Эйдемиллер, Юстицкис, 2001*).

Concepts and Subjective Interpretations as Behaviour Determinants

Cognition and mutual effect of persons on each other is a mandatory element of every joint activity. The character of their collaboration and results achieved by them through mutual collaboration in many ways depend on the manner how persons reflect and interpret the appearance and behaviour and assess the opportunities of each other (also in the context of family relationships) (*Бодалев, Обозов, Столин, 1981*). Contemporary psychological studies show that a person's behaviour in social context is not only simple consequences of the objective conditions having effect on him or her, it significantly depends on subjective perception and interpretation of the aggregate of external events, i.e., determination of situation carried out by an individual (*Емельянов., 1985*). In daily life person's behaviour is a result of continuous interactions of their personality characterizations with the variable parameters of social and physical situations where activity takes place, and, in addition, the person chooses and modifies the situations and also avoids them. An individual does not react to a specific situation objectively, he or she at first breaks it through internal subjective concepts saturated with personal meaning, which is complicated enough, systematically organized and relatively consistent formations. Since the elements of family concepts are interrelated, they should be classified in the so-called *thinking model* category (*Чернов, 1979*) or *internal work model* category (*Bowlby, 1988*). It means that by accepting a specific decision a family member in his or her thoughts uses own concepts about the type of the respective situation (in this case – in the context of family relationships). Another direction of psychological studies whose results have significant role in the study is the study of daily life concepts about the regularities of nature and social environment (*Heckhausen, 1986*). They have significant role in developing family concepts with the manner how an individual interprets own behaviour or that of other family members. Concepts of family members about the mutual relations between different psychological characteristics of an individual regarding how different psychological peculiarities are expressed in behaviour are particularly important (*Петренко, 1983*). And finally, the interpretation processes or causal attribution processes also have an important role. The studies

of causal attribution area have proven that, when attempting to clarify the situation in the family and outside it, family members most often unintentionally apply a sequence of approaches and rules (*Heider, 1958*). The degree of correctness of such rules and approaches determines to what extent family members will succeed in clarifying own family problems, the way they are seeing their family and what considerations they are using for creating their own mutual relationships. Eidemiller in his work refers to a demonstrative example, i.e., failure to succeed at school by an adolescent with limited intellect as such is not a pathogenic situation, however, it will become pathogenic due to certain attitude of the entire family regarding it, and especially due to the attitude of parents who had certain expectations for the adolescent. The adolescent will start seeing the situation from family's point of view and this is when psychotraumatic characteristics incur. Family as a factor reinforcing the effect of mental trauma (the chronifying and accumulating effect of a family) (*Эйдемиллер, 1996*).

Method of the Study

The study applied the method "Autoidentification and Identification Method According to Oral Portrayals of Character" (*„Метод аутоидентификации и идентификации по словесным характерологическим портретам“*, *Эйдемиллер, 1973, 1996*). Autoidentification and identification takes place with the help of the aggregates of oral portrayals of character drawn up on the basis of classic clinical descriptions of character types and consisting of the following functionally related components: basic characteristics of base characteristics, cognitive styles and scenarios, self-appraisal and image of "I", psychomotorics, social "I", regressive roles and types of psychological defence. At least two components participate in development of personal character: constitutionally-biological (temper) and socializing (family and out-of-family upbringing). Developers of the survey offer the term *personality radicals* (*личностные радикалы*) which may be applied to children and is described with comparatively consistent relation of basis and socially developed peculiarities. The term *personality accentuations* offered by K. Leonhard (*1965*) may be applied also to other age groups. The fundamental difference between personality radicals and personality accentuations is that the latter is described with larger number of included elements and relations. The terms *personality radicals* and *personality accentuations* represent two sides of a single phenomenon. For a researcher these are frames and profiles that determine the combination of characteristics reaching the information summarizing field, but for a subject it is the combination of the base and socially developed peculiarities that ensures the constant character of a personality and the extent of its adaptive opportunities. The accentuated personalities as the standard version

differ from harmonious personalities with reinforcement/weakening of one or several peculiarities, and therefore an increased/reduced frustration tolerance is established with respect to certain stress situations. Eidemiller, the author of the method, considers that the classifications of accentuations developed by other authors (Личко, 1983) are unsystematic, they do not record the number of distinguished person's profiles precisely and may refer to phenomenological listing instead of classification. According to Eidemiller's typology, the family relationships type is determined by correlation of two parameters. The first is the family's ability to adapt and solve problems in productive manner (level of functioning). The second is in the case of non-productive behaviour type in the event a family is unable to solve problems in productive manner (disadaptation style). Here, the family behaviour is in continuum that connects to types of non-productive solutions, i.e., centrifugal and centripetal. In the first case the family members react to an unsolved problem in *centrifugal manner*, i.e., weaken the integration with family and try to become as independent as possible. In the second case (*centripetal reaction*) suppression of a personality takes place in favour of family stability (*receding reaction*). In each of the cases different types of personality disorders are observed for children brought up in such families. Before use, the method was applied (qualitative method adaptation) to the cultural environment of Latvia according to the generally approved requirements for structuring and adapting psychological tests and surveys (Hambleton & Patsula, 1998,1999; Van de Vivjer & Hambleton, 1996; Raščevska, 2005).

Selection

The pilot study involved two groups of adolescents at the age from 13 to 17; one group included adolescents with deviant behaviour (n=60, 39 boys, 21 girl) but the second group included adolescents without actual behaviour disorders. In the study process difficulties were experienced with respect to second group selection. Initially this group was selected on the basis of observations of teachers and included adolescents without "evident" behaviour disorders. In the result the first pilot study did not present significant differences between both groups of respondents. When analysing the situation of failing to prove the hypothesis, it was decided to perform another, i.e., the present study with more careful selection of the second of respondents. The Achenbach's youth self report survey (*Youth Self Report; YSR; Achenbach, 1991*) already adapted in Latvia and useful for identifying both externalized and internalized problems of adolescents was applied for selection of adolescents without behaviour disorders. On the basis of this survey the comparative group of respondents (n=60, 35 boys, 25 girls) was established repeatedly.

Procedure

The respondents received the instructions to read the further character portrayals provided in 13 cards. They had to visualize each of them graphically. After previous becoming acquainted the tested subject was offered to select one or several cards that, in his or her opinion, whose description of their character was most complete and similar. The tested subjects were warned that the selection is based on total summary impression from reading the cards and not some specific characteristics. The tested subjects were recommended to choose maximum 3 suitable portraits. If the tested subject chooses several cards suitable to him or her, they are asked to put them into order of significance, which is accordingly registered with the protocol. (The appropriate grammatical and other insignificant changes were introduced in the texts of cards for girls). The study was implemented in frontal manner without time limitation.

Study Results

Since the person's behaviour in social context is not only simple consequences of the objective conditions having effect on him or her, it significantly depends on subjective perception and interpretation of the aggregate of external events, i.e., determination of situation carried out by an individual (*Емельянов, 1985*), the results of the study should have presented differences between both groups of respondents (group 1 – adolescents with behaviour disorders, group 2 - adolescents without behaviour disorders). For such purpose the answers of both groups were summarized in a table and processed with SPSS software.

Pearson's correlation matrix was developed for determination of mutual correlative relations. The calculated correlation coefficient was rounded to three digits after point. Correlation coefficient is a figure within the range from (-1) to (+1). The closer the correlation coefficient comes to (+1), the stronger is the existing correlation. If the correlation coefficient has the assessment "0", the peculiarities will be independent, if the correlation coefficient is equal to 1, the dependency will be the strongest and it can be assumed that the groups are equal (*Wiersma, 2000*).

In the beginning, the first and principal answers provided by both groups were compared. I.e., the answers that included the most corresponding characterization (Table 1).

Since $\text{sig}=0.001$, there are grounds to consider having significant differences between the answers of both groups of respondents. The characterizations or portrayals considered as most appropriate by the respondents of group 1 (children with behaviour disorders) have not been, in most cases, selected by the respondents of group 2 (children without behaviour disorders). According to the

statistical rates, the differences between the both groups shall be considered significant.

Table 1

Correlation between the First Answers of Both Groups

Chi-Square Tests			
	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	34,703 ^a	12	,001
Likelihood Ratio	41,493	12	,000
Linear-by-Linear Association	2,278	1	,131
N of Valid Cases	120		
a. 12 cells (46,2%) have expected count less than 5. The minimum expected count is 1,00.			

Similar results were obtained also from quantitative analysis of the second choice (answer). Also the second choice (according to significance or conformity of characterization) was different for the most of cases of both groups. Since sig=0.000, the differences between the both groups shall be considered significant (Table 2).

Table 2

Correlation between the Second Answers of Both Groups

Chi-Square Tests			
	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	46,044 ^a	12	,000
Likelihood Ratio	57,154	12	,000
Linear-by-Linear Association	6,626	1	,010
N of Valid Cases	120		
a. 16 cells (61,5%) have expected count less than 5. The minimum expected count is 1,00.			

According to the table, the third choice (according to significance) of group 1 respondents is not significantly different from the choices of group 2 respondents, because sig=0.074 > 0.05. No quantitative differences were observed in the answers of respondents from both groups. Similar choices of portrayal have been made by the representatives of both the first and the second group (Table 3).

Table 3

Correlation between the Third Answers of Both Groups

Chi-Square Tests			
	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	19,647 ^a	12	,074
Likelihood Ratio	21,407	12	,045
Linear-by-Linear Association	,010	1	,920
N of Valid Cases	120		
a. 16 cells (61,5%) have expected count less than 5. The minimum expected count is 1,00.			

Conclusion – adolescents with different degree of socialization have different subjective self-image and they identify themselves with different character portrayals. The study allowed determination of differences between the results presented by both groups with constituting grounds for performing further empiric study with a larger selection of study in the future.

Kopsavilkums

Šis ir pilotpētījums, kurā tikusi aprobēta pētījuma metode - „Autoidentifikācijas un identifikācijas metode pēc mutiskiem rakstura portretējumiem” (*Эйдемиллер, 1973*). Personības raksturs veidojas visos vecuma periodos cilvēka dzīves laikā, un procesā piedalās divi komponenti: konstitucionāli-bioloģiskais (temperaments) un socializējošais (ģimenes un ārpusģimenes audzināšana). Individīds nereaģē uz doto situāciju objektīvi, bet vispirms lauž to caur iekšējiem, subjektīviem priekšstatiem, piesātinātiem ar personisko nozīmi, kas ir pietiekami sarežģīti, sistēmiski organizēti un relatīvi noturīgi veidojumi. Personības un tēla „Es” akcentuācijas tipu diagnostikai tika izmantota autoidentifikācijas metode pēc mutiskiem rakstura portretējumiem (*Эйдемиллер, 1973*). Pilotpētījumā piedalījās divas pusaudžu grupas, vienā tika iekļauti pusaudži ar deviantu uzvedību (n=60, 39 zēni, 21 meitene), bet otrā grupā pusaudži, kuriem nav būtisku uzvedības traucējumu (n= 60, 35 zēni, 25 meitenes). Tā kā cilvēka uzvedība sociālajā kontekstā nav tikai to objektīvo apstākļu vienkāršas sekas, kas uz viņu iedarbojas, bet ir būtiski atkarīga no ārējo notikumu kopuma subjektīvas uztveres un interpretācijas, t. i., no situācijas noteikšanas, ko veic indivīds (*Емельянов, 1985*), tad pētījuma rezultātos vajadzētu uzrādīties atšķirībām starp abām respondentu grupām (1. grupa-pusaudži ar uzvedības traucējumiem, 2.grupa – pusaudži bez uzvedības traucējumiem). Šim nolūkam abu grupu atbildes tika apkopotas tabulā un apstrādātas ar SPSS programmas palīdzību.

Savstarpējo korelatīvo saistību noteikšanai veidota Pirsona korelācijas matrica. Aprēķināto korelācijas koeficientu noapaļo līdz trīs zīmēm aiz komata. Korelācijas koeficients ir skaitlis, kurš atrodas robežās starp (-1) līdz (+1). Jo vairāk korelācijas koeficients tuvojas (+1), jo ciešāka ir pastāvošā korelācija. Ja korelācijas koeficientam

būs vērtējums „0”, tad pazīmes būs neatkarīgas, bet ja korelācijas koeficients ir vienāds ar 1, tad atkarības būs visciešākā un var izdarīt pieņēmumu, ka kopas ir vienādas (Wiersma, 2000).

Vispirms tika salīdzinātas abu grupu sniegtās – pirmās, galvenās atbildes -tās atbildes, kas ietvēra visatbilstošāko raksturojumu. (Pēc tam attiecīgi otrās un trešās atbildes- portretējumu izvēles).

Pētījums ļāva saskatīt atšķirības starp abu grupu uzrādītajiem rezultātiem. Secinājums – pusaudžiem ar dažādu sociālizācijas pakāpi ir atšķirīgs subjektīvais paštēls, un viņi identificējas ar citādiem rakstura portretējumiem, tāpēc ir pamats turpmāka empīriskā pētījuma veikšanai lielākā pētījuma izlasē.

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