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Motivation, Self-attitude and Control Locus of Senior Schoolchildren

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Abstract

Correlation of motivation parameters (of motivation profile) of the educational activities with the control locus (profile according to the types of social situations) and the self-attitude parameters have been researched considering the sex of senior schoolchildren. For the entire sample group, we reveal a correlation of the general internal with the educational-and-cognitive motivation and the motivation of social responsibility, and the internal in the field of family relations – with the motivation of affiliation. For girls with the educational-and-cognitive motivation, we reveal an additional correlation with the internal in the field of family relations, and for boys with the educational-and-cognitive motivation – with the internal in the field of achievements and production (educational) relations. One can see for the entire sample group (including girls and boys separately) a correlation between the motivation of social responsibility with sociability, proneness to criticism and internal honesty in self-attitude.

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1. Introduction

As well-known [1], the period of formation of integrative self-consciousness and of the “I”’s stable image is the senior school age. At that age, the supraliminal motivation system is being formed, a stable prepotence of a certain motive is generated. Self-analysis becomes the means, not only for organization of mutual relationship with the others, but also for organization of one’s own activities, self-development and self-realization, i.e. it plays an important role in educational activities [2], [3]. Besides, it is very important, how teenagers explain the motives of events, significant for themselves, –where they localize them [4]. Any person is characterized by a

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certain position (locus of subjective control) on continuum, starting with the external type (when the events are interpreted as the result of action of external forces and circumstances, which the person follows passively) up to the internal one (when the events are interpreted as the result of proper actions and activity). Considering all that, naturally, for one and the same person the position will differ, depending on the type of situation and on how it is interpreted. Therefore, we speak of a multidimensional profile, which components are tied to the types of social situations of different grades of generality [5]. However, such profile can be a rather stable personal characteristic, which shows, to which degree the person feels oneself an active subject of proper activity in corresponding fields of life. It is also evident, that the methods of interpretation of various social situations, mechanisms of their casual explanation mainly depend on the general trend of the person, on the formed system of motivation and needs.

However, while acquiring experience, mastering new values and developing a personality, the motivation system is also being developed and changed [6], [7], [8], [9], [10]. Besides, one of the mechanisms of such self-regulation, alongside with a more ancient mechanism of emotional correction of activity, regulation of the reflection systems during formation of new needs and a modification of the motivation system [11], can be a mechanism of conscious evaluation of proper activity in the corresponding field. Thus, the control locus can serve as a good indicator of processes of conscious self-regulation of a personality and of development of the motivation system and must be tied to the motivation, already available. It is especially actual for the senior school age – the most important sensitive period of formation of a personality, when the main convictions and values, methods of conscious self-regulation, motivation system are being enshrined [2].

Besides, an active position of a senior schoolchild achieves a particular importance in corresponding fields of life, reflected in the control locus, which will permit to harmonize proper forces and possibilities with the tasks and plans of proper future life. In that complex of conditions, it is necessary to take into account also the sex of children, – it considerably effects not only the specifics of social roles and not only conditions the personal plans and values of future activities, but also the psychological age (there is a considerable heterochronism in the physical and psychological development of boys and girls), consequently also maturity of motivation-and-value systems of a person.

The aim of this work is to research (considering the sex) the correlation of parameters of motivation of the educational activities of senior schoolchildren (motivation profile) with the control locus (a profile according to types of social situations) and parameters of self-attitude.

2. Methods

Those tested: schoolchildren of 10-11th forms of the Educational Centre of Moscow (total 85 persons, of which 35 boys and 50 girls).

For revelation of the motivation profile, we have analyzed emotional evaluations of the values of the school life according to the system of scales, preset by a pair of adjectives (there were used 25 pairs of adjectives), in conformity with the methods of Semantic differential by Ch.Osgood, adapted by V.F.Petrenko [12]. For the scope, each student was supposed to evaluate by a number from -3 (degree of correspondence to the left adjective in a pair) up to +3 (degree of correspondence to the right adjective in a pair) each of the following seven values of the school life: approval of parents, approval of the teacher, acknowledgement in a community, deep and sound knowledge, my “I” and the authority, school studies, cognition of the nature and the world. The factor analysis was applied to the obtained data, analogous to the one, described in previous researches [11], [9]. As an auxiliary method, a method of incomplete sentences by A.D.Andreeva [13] was used.

For definition of the control locus, a testing questionnaire of the level of subjective control (USC) was used, adapted by Bazhin, Golyunkina and Etkind [14], which will permit to evaluate the general internal and the internal in six fields, – in the field of achievements, in the field of failures, in family relations, in production relations, in interpersonal dealings, concerning the health and illnesses.

For definition of self-attitude, we have used the method of “Research of self-attitude” (RS) by S.R.Pantileev [15], which permits to reveal nine types of self-attitude: sociability – closeness, self-confidence, self-

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