

IFTE 2019
5th International Forum on Teacher Education

**TEENAGERS PERSONAL ORGANIZATION PECULIARITIES
IN EDUCATIONAL ENVIRONMENTS WITH DIFFERENT
RATING OF USE**

Liliya R. Fakhrutdinova (a)*, Elvira N. Gilemkanova (b), Alisa R. Khalfieva (c)

*Corresponding author

- (a) Fakhrutdinova Liliya R., Kremlyevskaya,18, Kazan, Russia, liliarf@mail.ru,
(b) Gilemkanova Elvira N., Kremlyevskaya,18, Kazan, Russia, enkazan@mail.ru,
(c) Khalfieva Alisa R., Kremlyevskaya,18, Kazan, Russia, khalfieva@inbox.ru

Abstract

The research problem is connected with less information of personality traits influence on teenagers results of Unified State Examination (USE). We studied teenagers of Tatarstan Republic municipal districts schools with high and low ratings on the Unified State Exam (USE). Objective of that paper is to study the differences in the organization of teenagers' personality traits in learning environments with different USE ratings. We used a comparative analysis of the teens personality traits in various learning environments. As a method to study we applied Cattell's multifactorial personality questionnaire. Studies have shown that the teenagers' personal characteristics can be the cause of low ratings on exam. At schools with a low USE rating, teenagers are characterized by a lower level of tolerance to frustration, resistance to stressful situations, and a lower degree of social self-control. In learning environments with a low USE rating, boys have a lower level of social control.

2357-1330 © 2020 Published by European Publisher.

Keywords: Learning activities, personality, teenagers, exam, learning environment.



1. Introduction

Modern secondary education challenges us. These challenges are determined by a combination of requirements for the quality of education and correlation to various sociocultural dimensions. High ratings of the USE are determined by a variety of factors. We were interested in question why municipal districts of Tatarstan Republic have different USE ratings. We have considered this problem in the context of personal organization of students undergoing certification in the specifics of the learning environment of their region. The relevance of the study is also associated with the need to study the modern learning environment, where the USE ratings differ significantly.

2. Problem Statement

The research problem is connected with insufficient research of the influence of teenagers' personality traits on the USE results. Research in this area is relevant (Shadrikov, 1996; Semenko, 2007). In this regard, the study of psychological characteristics of students and their impact on the success of passing the Unified State Examination is becoming increasingly relevant (Eremina, 2007). Previously, we studied the experiences of high school students in preparation for the exam (Fakhrudinova & Sabirov, 2017a, 2017b). We investigated teenagers studying at school of the municipal district with the highest rating of USE and the school of the municipal district with low rating of USE. The theoretical basis for the study of personal characteristics was the theory of personality traits (Batarshhev, 2002; Cattell, 1983). It is believed that personality traits are at the core of the behavioral manifestations coherence. We investigated the difference in teenagers' personality traits organization, who gave different results of effective behavior in the most important for their self-determination situation of the USE.

3. Research Questions

Objectives of the study:

- To study personality traits of teenagers who study at municipal district school with a high USE rating.
- To study personality traits of teenagers who study at municipal district school with a low USE rating.
- To study the gender characteristics of teenagers' personality organization.
- To study the reliability of differences of personality traits of teenagers' who study in learning environment with different USE ratings.

Sample: teenagers at the age of 12-15 years old male and female 179 people, 80 of them attend the municipal district school with a low USE rating. 99 people study at the municipal district school with a high USE rating.

4. Purpose of the Study

The purpose of research is to study the differences in the teenagers' personality traits organization in learning environments with different USE ratings.

5. Research Methods

We used a comparative analysis of teenagers' personality traits in various learning environment. We applied Cattell's multifactorial personality questionnaire (Batarshev, 2002). The obtained data were subjected to descriptive and inductive statistics, which allowed to identify significant differences in the average values of teens personality traits.

5.1. The study procedure

Teenagers were studied using the Cattell multivariate personal questionnaire. The obtained data was processed using the SPSS statistical package.

6. Findings

The results of the study showed the following average indicators of teenagers' personality structures enrolled in municipal districts schools of Tatarstan Republic with high and low ratings of the Unified State Exam (Figure 1).

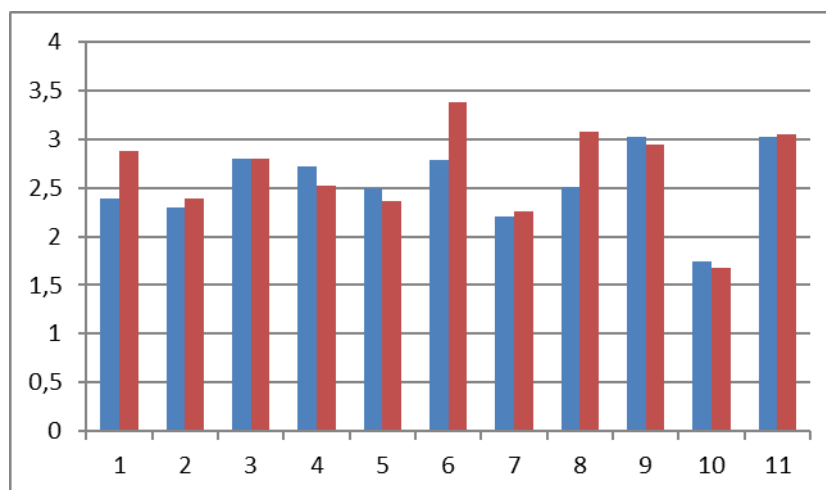


Figure 01. Comparative analysis of the average values of teenagers' personality traits according to the Cattell multifactorial questionnaire*

*Legend: the first, blue bars correspond to the values of the teenagers' personality factors enrolled in a municipal district school a with a low USE rating; the second, red bars correspond to the values of teenagers' personality factors in the municipal district school with a high USE rating.

Each pair of columns corresponds to the following indicators of personal traits according to the Cattell questionnaire:

1 - factor A (openness); 2 - factor C (confidence), 3 - factor D (excitability), 4 - factor E (dominance), 5 - factor F (riskiness), 6 - factor G (responsible), 7 - factor H (decisive), 8 - factor I (sensitive), 9 - factor O (alarming), 10 - factor Q3 (self-control), 10 - factor Q4 (stressful).

6.1. Teenagers' personality organization analysis

The overall picture of teenagers' personality organization shows that all schoolchildren of Tatarstan Republic of studied areas show a low level of openness, sociability, isolated and suspicious (factor A) (Figure 1). Most of them have uncertain behavior, show low control of emotions, difficulties in adapting difficult conditions (factors C, E). Although under normal conditions they show restraint and calm (factors D, O, Q4), the tendency to submission to adults (factor F) without pronounced awareness in the execution of rules and norms of behavior (factor G), shyness (factor H), realism and practicality in solving problems (factor I), low organization (factor Q3).

6.2. The analysis of relations between different factors

The results of the study showed the reliability of differences in factor D (excitability), factor H (decisiveness), factor O (calm-anxiety), factor Q3 (low self-control - high self-control). Studies have shown (factor D) that teenagers in a municipal district with a low USE rating are significantly more excitable, more reactive to weak provocative stimuli, restless, easily distracted, less emotionally balanced and restrained. Factor N has shown that adolescents studying at municipal district school with a low USE rating in countryside are more relaxed in communication and courageous in communication with adults compared to urban schoolchildren. These facts, combined with lower self-control indicators (Q3 factor) and higher rates of frustration intolerance, tension (O factor) may indicate a lower resistance of teenagers to stressful, responsible situations in adolescents in the learning environment of pupils in a municipal district with a low rating. EGE. Teens at schools with a high EGE rating showed greater restraint, a higher ability to cope with stress, a higher level of self-control.

6.3. Inductive analysis results

Inductive analysis showed that the personality traits of boys and girls at school with a high USE rating did not differ significantly. Significant differences in factor Q3 (self-control) were revealed at municipal district schools with a low USE rating for boys and girls. The girls showed significantly greater adaptability to the demands of the environment, the boys a lower level of organization. Personality traits in a high-ranking learning environment do not show gender differences.

7. Conclusion

- Studies have shown that teenagers' personal traits can be the cause of low ratings of the USU. The organization of teenagers' personality traits enrolled at municipal districts schools with a low and high EGE rating is significantly different. In learning environments with a low USE rating, boys and girls have significant differences in the organization of personal characteristics.
- At schools in municipalities with a low USE rating, teenagers have personality traits that are characterized by a lower level of frustration tolerance, lower levels of resistance to stressful situations, a lower degree of social self-control. These personal traits can be the cause of low ratings on the United State Exam (USE).
- Identified gender characteristics of teenagers' personality organization in learning environments with high and low ratings. In highly rated learning environments, boys and girls do not differ

significantly in their personality traits. In learning environment with a low USE rating, we observe a low level of self-control among boys compared to girls.

7.1. Recommendations

The educational process and psychological support, aimed to develop teenagers' self-control, reducing anxiety and developing stress-resistant qualities, can increase the rating indicators of the USE. Gender characteristics of teenagers should be taken into account. Special attention should be paid to boys in the development of their self-control.

Acknowledgments

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

- Batarshchev, A. V. (2002). *Multifactorial personal questionnaire*. Moscow: Publishing house of the shopping center "Sphere".
- Cattell, R. B. (1983). *Structured personality learning theory: a holistic multivariate research approach*. New York: Praeger.
- Eremina, L. Yu. (2007). *Psychological characteristics of the personality of schoolchildren and their impact on the success of passing the final school exam: on the basis of the exam and the traditional exam* (Doctoral Dissertation). Moscow.
- Fakhruudinova, L. R., & Sabirov T. N. (2017a). Cross-cultural studies of Russian and Chinese teenagers learning activities experience. *Quid-investigacion*, 25, 141-147
<http://revistas.proeditio.com/iush/quid/article/view/172>
- Fakhruudinova, L. R., & Sabirov T. N. (2017b). Cross-Cultural Studies of Structural and Dynamic Features Of Learning Experiences among Russian and Chinese Teenagers. *HELIX*, 8(1), 2527-2530
<http://www.helix.dnares.in/wp-content/uploads/2017/12/2527-2530.936.pdf>
- Semenko, L. G. (2007) *Pedagogical conditions for the formation of students' readiness for passing final exams in the process of studying mathematical disciplines* (Doctoral Dissertation). Yoshkar-Ola.
- Shadrikov, V. D. (1996) *Psychology of human activity and ability* (2nd edition). Moscow.