

**INVESTIGATION OF THE PHENOMENON OF INSUFFICIENT  
FORMATION OF SELF-CONCEPTS IN YOUNG PEOPLE**

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**Abstract**

The article presents the results of the study of the phenomenon of insufficient formation of the self-concept in adolescents. The study analyzes the individual-typological and socio-psychological features that affect the formation of the self-concept in modern boys and girls living in Ukraine. The relationship between self-concept and gender identity is considered. The structure of self-knowledge and insufficient formation of the self-concept, uncertainty of ideas about oneself are investigated. As a result of using a set of test tools, we were able to identify specific features of the hierarchy of indeterminate areas of the self-concept of modern boys and girls. Boys and girls experience the greatest difficulties in understanding the emotional and communicative properties of their own personality. Peculiarities of self-concept formation in adolescence are conditioned by individual-typological characteristics. The contribution to the formation of the self-concept of temperamental features was similar in boys and girls - adolescents who tend to extraversion have fewer "white spots". In girls, the preconditions that form the self-concept are the subject and social properties of temperament, and in boys - the subject. The list of socio-psychological factors influencing the formation of self-awareness in boys and girls have common features: with high adaptability, internality, emotional comfort and selfishness, there are more formed ideas about themselves. Young people have fewer "white spots" in the self-concept in the case of adequate gender identity, a high degree of self-acceptance, aggression, high intelligence. Girls have better formed ideas about themselves with high rates of authoritarianism and selfishness, with high rates of "acceptance of others". Indicators of intellectual development were not related to the degree of formation of the self-concept. With the help of the Kettel questionnaire it is possible to identify areas of insufficient formation of the self-concept in boys and girls 16-18 years old. This questionnaire has allowed us to establish that the problem of insufficient formation of certain ideas about themselves are determined by both socio-psychological features and individual-typological. At the same time, the contribution of the latter to the formation of the self-concept has turned out to be similar in boys and girls.

**Keywords:** self-concept, self-awareness, adolescence and young adult age, temperament.

***Людмила Шітко. Дослідження феномену недостатньої сформованості Я-концепції в осіб юнацького віку***

У статті представлені результати дослідження феномену недостатньої сформованості Я-концепції в осіб юнацького віку. В рамках дослідження проведено аналіз індивідуально-типологічних і соціально-психологічних особливостей, що впливають на становлення Я-концепції у сучасних юнаків і дівчат, які проживають в Україні. Розглядається взаємозв'язок Я-концепції та

гендерної ідентичності. Досліджується структура самознання і недостатня сформованість Я-концепції, невизначеність уявлень про себе. В результаті використання набору тестових інструментів нам вдалося виявити специфічні особливості ієрархії невизначених областей Я-концепції сучасних юнаків і дівчат. Найбільші труднощі юнаки та дівчата відчувають в розумінні емоційних і комунікативних властивостей власної особистості. Особливості формування Я-концепції в підлітково-юнацькому віці обумовлені індивідуально-типологічними характеристиками. Внесок у становлення Я-концепції темпераментних особливостей виявився у юнаків і дівчат подібним - підлітки, які тяжіють до екстраверсії, мають менше «білих плям». У дівчат в якості передумов, які формують Я-концепцію, виступають предметні і соціальні властивості темпераменту, а у юнаків - предметні. Перелік соціально-психологічних факторів, що впливають на формування самосвідомості у юнаків і у дівчат, мають загальні риси: при високій адаптивності, інтернальності, емоційному комфорту та егоїстичності відзначаються більш сформовані уявлення про себе. У юнаків менше «білих плям» в Я-концепції в разі адекватної гендерної ідентичності, високого ступеня прийняття себе, агресивності, високих показників інтелекту. У дівчат краще сформовані уявлення про себе при високих показниках авторитарності і егоїстичності, при високих показниках шкали «прийняття інших». Показники інтелектуального розвитку виявилися ніяк не пов'язані зі ступенем сформованості Я-концепції. За допомогою опитувальника Кеттела є можливість виявляти області недостатньою сформованості Я-концепції у юнаків і дівчат 16-18 років. Даний опитувальник дозволив встановити, що проблема недостатньої сформованості окремих уявлень про себе визначаються як соціально-психологічними особливостями, так і індивідуально-типологічними. При цьому внесок останніх у становлення Я-концепції виявився схожим у юнаків і дівчат.

**Ключові слова:** Я-концепція, самосвідомість, підлітковий та юнацький вік, темперамент.

### Introduction

Self-concept as an independent psychological phenomenon is implicitly embedded in another psychological phenomenon - self-awareness. Self-awareness is one of the most important phenomena of the psyche. To date, there is no conceptual unity in the interpretation of this psychological phenomenon. The reason for this is both the complexity of the phenomenon itself and the difficulty of generalizing and bringing to a single denominator of existing scientific concepts on self-awareness. However, most researchers understand this phenomenon as a set of mental processes by which the individual realizes himself as a subject of activity. Self-awareness acts as a structure that determines the personality and its development (Peiffer, Ellwart, Preckel, 2020; Glazer, & Liu, 2017). Self-awareness is a special form of consciousness in which the individual acts as both a subject and an object of cognition (Marsh, Martin, Yeung, Craven, 2017). Self-awareness is a dynamic system of human ideas about himself, his awareness of his physical, intellectual and other qualities, self-esteem of these qualities, as well as the

subjective perception of external factors affecting his personality (Marsh, Pekrun, Parker, Murayama, Guo, Dicke, et al., 2019).

The concepts of "self-awareness", "self-image" are used to describe the cognitive side of self-awareness, human knowledge about themselves. The terms "self-attitude" and "self-esteem" describe the emotional side of self-awareness. "Self-image" is seen as a structural formation of self-awareness, a kind of "final product" of the inseparable activities of its parties - cognitive, emotional and regulatory (Schneider, Preckel, 2017).

The variants of the structure of self-consciousness presented in the literature - a complex, multilevel formation - do not cover all its manifestations and do not describe it as a holistic system, but consider only its individual components or aspects, while others remain insufficiently covered.

In the works devoted to the problem of self-consciousness, the following generally accepted moments take place:

- self-awareness is mainly a process by which a person knows himself and builds a relationship to himself.
- self-awareness is characterized by its products - ideas about themselves (in the form of «self», self-concept, self-image) and self-esteem, which are widely studied as independent mental phenomena that have their own genesis, structure and content.

The conceptual apparatus used by the authors of the works on the problems of self-consciousness gives the impression of mosaicism. With the undoubted complexity of the content of concepts related to self-awareness, there is often a mixture of the most commonly used: «self», self-concept, self-image, self-esteem (Gogol, Brunner, Martin, Preckel, Goetz, 2017).

Concepts related to the problem of self-awareness can be represented as follows:

- self-awareness is a generic concept that includes structural (in the form of «self», self-concept, self-image, self-esteem) and procedural (in the form of self-knowledge and self-assessment) characteristics;
- «self», as well as the image of self, is the final product of three aspects of self-consciousness: cognitive, emotional and regulatory;
- the result of the process of self-knowledge is expressed in self-knowledge (in the form of «self» and the image of self), which is fixed mainly cognitive content of self-awareness. The emotional and evaluative side of self-awareness is most widely represented in the characteristics of self-esteem, more narrowly - in self-esteem.

Insufficiently studied regulatory components of self-awareness, despite the fact that motivational and foundational structures are quite common for the personal «self» and can be confidently recorded in the self-concept not only cognitive and emotional-evaluation component, but also potential behavioral, directed, in including the development of one's own «self» (Paulick, Großschedl, Harms, Möller, 2018).

Thus, self-awareness is first of all a process by which a person knows himself and relates to himself; it is also characterized by its product - the self-concept.

Self-concept is defined as a set of all human ideas about himself, combined with their evaluation. This is the sum of a person's ideas about what he thinks about himself, how he evaluates himself, how he looks at his present and future. In the self-concept, as

in self-awareness, there are three main structural elements: cognitive, emotional and behavioral.

The concept of "Self-concept" expresses the unity and integrity of the individual with his subjective inner side, i.e. what the individual knows about himself, how he sees, feels and imagines himself (Yang, 2017).

The self-concept unites all a person's knowledge about himself and how he evaluates himself. It exists not only on the conscious but also on the unconscious level, reflecting the unconscious, represented only in the experience of a person's attitude towards himself (Yang, 2018).

The study of self-concept and self-awareness is of particular interest in adolescence. According to L. S. Vygotsky, self-awareness is the last and highest of all the adjustments to which adolescent psychology is subjected (Phan, Ngu, Alrashidi, 2018).

Early adolescence is one of the most difficult stages in a person's life. This period will be a stage of personality formation and is sensitive to the development of self-awareness and the formation of self-concept. At this time there is a complication of the structure of the self-image, differentiation of the content of self-image, change of self-esteem, growth of critical attitude to oneself (Yang, Arens, Xu, Sin, 2018). Self-concept as a new level of self-awareness is a central neoplasm of older adolescence. The formation of a new level of self-awareness (self-image, self-concept) is characterized by the emergence of the need to know oneself as a person, one's capabilities and features, kinship with other people and uniqueness. A person begins to purposefully think of himself as a person. "Consciousness, and even more so the self-consciousness of a person who is aware of his "self" - the most significant manifestation of personality" (Stankov, Lee, 2019). It is no coincidence that adolescence and adolescence are called the age of the second birth of a person.

The most important distinguishing features of adolescence are fundamental changes in the field of self-awareness, which are crucial for all further development and formation of the adolescent as a person. It was during this period, according to one of the greatest domestic psychologists B. G. Ananiev, consciousness, having passed through many objects of relations, becomes the object of self-consciousness and, completing the structure of character, ensures its integrity, promotes the formation and stabilization of personality (Di Stefano, Gino, Pisano, Staats, 2019).

Among the least studied issues - the conditions and mechanisms of self-awareness in the transition periods of ontogenesis, including on the verge of transition from adolescence to adolescence, when there are qualitative changes in self-awareness, determining the development of social and intellectual activity (Hulleman, Barron, Kosovich, Lazowski, 2018). Thus, the age range of the studied 16-18 years old, we chose not by chance. Analysis of domestic and foreign approaches to the age periodization of mental development (Vygotsky, Feldstein, Elkonin, Erickson, Shapovalenko), allows us to conclude that the upper age limits of adolescence correspond to 16-17 years, and the onset of adolescence is 17-18 years old (Marsh, Dowson, Pietsch, Walker, 2018). In this regard, there is a regulatory crisis of 17 years

old or a crisis of transition to adolescence. This point of view is reflected in the works of various authors.

Due to the normative crisis in the transition to adolescence, there is an internalization of qualities that correspond to the new age tasks of personal self-determination, which have been latently formed in the previous age stage (adolescence), and the structure of ego-identity is formed.

Self-awareness, being a nuclear personality structure, has a regulatory effect on all aspects of human life (Hulleman, Barron, Kosovich, Lazowski, B. D. Ananiev, L. I. Bozhovich, W. James, I. S. Cohn, T. Mc-Partland, K. Horney, L. S. Rubinstein, V. S. Merlin, A. G. Stolin, I. I. Chesnokova, etc.). More than one psychological study has been devoted to the study of the problem of adolescence and the formation of adolescent self-awareness, but many questions remain unresolved. In particular, the set of factors influencing the formation of adolescents' perceptions of themselves is insufficiently studied, as well as the causes of problems that arise in the formation of these perceptions are not fully investigated. And such a phenomenon as insufficient formation of the self-concept, its "white spots" is practically not covered. Based on the fact that the self-concept is defined as a set of all ideas of the individual about himself, combined with their assessment, its insufficient formation should be understood as incomplete knowledge of himself, a kind of gap in knowledge of certain aspects of his own «self». Naturally, of particular interest is the study of psychological features that determine the problems of formation of self-concept in adolescence. In the modern literature there are problems of self-concept of modern boys and girls, which are determined by the peculiarities of their socialization - the informatization of society and the use of electronic devices for communication to the detriment of live communication (Di Stefano, Gino, Pisano, Staats, 2019). Such features form the lack of sufficient experience of the reflected self-image. This research is devoted to the study of the formation of the self-concept in the perspective of its insufficient formation, as well as in connection with the peculiarities of the contribution to this phenomenon of socio-psychological and individual - typological characteristics.

**The purpose of the article** is to study the phenomenon of insufficient formation of the self-concept in connection with the individual-typological and socio-psychological features of the development of boys and girls 16-18 years old.

Based on the purpose of the study, the following experimental tasks have been identified:

- 1) study the state of the problem of formation of self-awareness and self-concepts in modern research;
- 2) study the areas of insufficient formation of the self-concept and build their hierarchy in boys and girls;
- 3) establish the peculiarities of the formation of the self-concept in connection with the sex of the subjects;
- 4) study the features of the formation of self-awareness in boys and girls 16-18 years old in connection with individual-typological and socio-psychological factors.

#### **Theoretical background**

The methodological and theoretical basis of this experiment are the concepts that consider the development of self-image, the image of «self» (Peiffer, Ellwart, Preckel, Glazer, & Liu, L. I. Bozhovich, I. S. Kon, Y. L. Kolominsky, V. V. Stolin, A. G. Spirkin, D. I. Feldstein) (Peiffer, Ellwart, Preckel, 2020; Glazer, & Liu, 2017). General methodological provisions on the problem of personal self-determination, have presented in the works of prominent psychologists K. A. Abulkhanova-Slavskaya, A. G. Asmolov, A. V. Brushlinskii, M. P. Ginzburg, W. F. Safina, S. L. Rubinstein; works of domestic psychologists aimed at analyzing the specifics and neoplasms of adolescence (Yang, Arens, Xu, Sin, L. I. Bozhovich, L. A. Golovey, I. V. Dubrovina, I. S. Kon) (Yang, Arens, Xu, Sin, 2018).

### Methodology

The empirical study has conducted on a sample of high school students. It has been attended by 206 high school graduates aged 16 to 18 (116 girls and 90 boys).

At the theoretical stage of the study, an analysis of the scientific psychological and pedagogical literature has been carried out, aimed at understanding the essence of the studied phenomena.

Among the empirical research methods have been used, standardized, adapted to the experimental tasks of the methodology, as well as test approaches, modified to solve the tasks. We have conditionally divided them into two blocks. The first has included techniques that explore the features of self-awareness:

1) sex-role questionnaire Sandra Bem, designed to diagnose the socio-psychological sex (gender identity) and determine the degree of androgyny, masculinity and femininity of the individual;

2) methods of diagnosis of interpersonal relationships T. Leary, G. Leforge, R. Sazek (author of the modification – L. N. Sobchuk) is designed to diagnose the individual's perception of his present and the ideal «self», as well as to identify the predominant type of attitude towards people in self-esteem and mutual evaluation. This technique was used by us both in its standard version and in the modification (the instruction to this test has been changed so as to investigate the ideas of young men and women about themselves in the future ("I am 25 years old"));

3) progressive matrices of J. Raven, designed to determine the level of mental (intellectual) development of subjects aged 4.5 to 65 years olds and older. Raven's matrices are applicable to samples of subjects with any language composition and socio-cultural background, with any level of language development;

4) method of personal differential (OD) is developed on the basis of modern Ukrainian language and reflects the ideas formed in our culture about the structure of personality, aimed at studying certain personality traits, self-awareness, interpersonal relationships. With the help of this technique the subject's attitude to the self-image from different angles has been studied ("I am in this", "I am in childhood", "I am 25 years old" and "human ideal");

5) methods of multifactorial study of Kettel's personality (Form C) to assess individual psychological characteristics. The rationale for choosing this technique is given below.

The second block includes those methods that explore the individual-typological and personal characteristics of respondents. Under the individual-typological traditionally understood properties and qualities based on natural grounds. Personal techniques explore what is acquired in the process of socialization. In particular, in the second block we have used the following methods: 1) Plutchik-Kellerman-Conte method of lifestyle index, aimed at diagnosing the system of psychological defenses and allows to determine both the hierarchy of protective mechanisms and their intensity in general; 2) questionnaire of temperament structure (OST) V. M. Rusalov to diagnose the properties of "subject-activity" and "communicative" aspects of temperament; 3) methods of diagnosis of socio-psychological adaptation of Rogers-Diamond (adaptation of T. V. Snegirev), designed to study the features of socio-psychological adaptation and related personality traits.

Analytical review of the literature on the research problem did not allow to identify psychodiagnostic tools that allow us to study the phenomenon of insufficient formation of self-concept and therefore we modified the method of multifactorial study of Kettel's personality (Form C) to assess individual psychological characteristics. This questionnaire has been transformed according to the purpose of the study as follows: in addition to the standard answer options ("a", "b", "c"), an indefinite answer option "e" (for example, "do not know" or "difficult to answer") has been added to the question. . The answer "I do not know" in the structure of this test, in fact, involves the refusal of the subject to assess the severity of certain properties and personality traits. Thus, it has been possible to find out in which knowledge of the aspects of personal development modern young men and women experience maximum difficulties.

R. Cattell's research in the framework of the theory of personality traits is characterized by pronounced empiricism, as he did not rely on the original theoretical ideas about the content and quantity of certain personality traits. The peculiarity of R. Cattell's approach was also that the method of factor analysis was used by him as a tool to identify the "basic initial properties of personality", rather than to organize the data. Trying to achieve a comprehensive description of personality, R. Cattell began by collecting all the names of personality traits, which are found either in dictionaries such as those compiled by G. Allport and X. Odbert, or in the psychiatric and psychological literature. The resulting list of names (4500 characteristics) due to the combination of explicit synonyms was reduced to 171 personality traits. To further reduce the list, R. Cattell used the services of a large group of experts who evaluated each other on the proposed lists of personal characteristics. Expert assessments were subjected to correlation and factor analysis. Thus, R. Cattell has showed that personal space can be reduced to 12-16 factors. As it has been expected, the factors have been bipolar, i.e. included pairs of traits with high negative correlations. The selected factors made it possible to determine what R. Kettell called "the basic primary properties of personality."

The properties (traits) of personality identified by R. Cattell, represent some integral characteristics, as they combine several closely related features and summarize their content.

Central to Kettell is the distinction between "surface features" and "initial characteristics". The initial feature is determined only by factor analysis, which allows the researcher to assess the variables or factors that are the basis of surface behavior. Kettell created a list of these superficial features, including 36 bipolar names, which has been expanded to 46 with the addition of special terms found in the works of other researchers. The evaluation of these traits has formed the basis for the initial factor analysis of L-data and Q-data, as a result of which the main personal factors have been identified. The main factor in Kettell's theory is called the main feature.

Based on the above facts, we have selected this technique as the main one for the study of the phenomenon stated in the topic.

Statistical data processing has been performed using the methods of mathematical statistics: calculation of mean values, determination of standard deviation, evaluation of the reliability of semi - active differences and correlation analysis in the program SPSS - 20.

### Results

The analysis of the data received at research of areas of insufficient formation of representations of itself (revealed by means of the modified multifactor Kettell's questionnaire) and construction of their hierarchy at young men and girls, have showed the following results:

The average value (for all scales of this method) of the total number ( $\Sigma$ ) of indeterminate answers in girls is  $\Sigma = 15,147$  answers and in boys -  $\Sigma = 14,778$  answers, and has no statistically significant differences.

There are also no significant links between unformed perceptions of self and age.

*Table 1*

**Hierarchy of areas of uncertainty of the self-concept  
in boys and girls 16-18 years old**

<b>№</b>	<b>Girls</b>	<b>± coefficient</b>	<b>Boys</b>	<b>±coefficient</b>
1	Q1 «Susceptibility to the new»	1,79±1,24	Q1 «Susceptibility to the new»	1,44±1,19
2	F «expressiveness»	1,25±1,03	N «diplomacy»	1,30±1,08
3	N «diplomacy»	1,25±1,19	F «expressiveness»	1,26±1,07
4	O «anxiety»	1,16±1,11	O «anxiety»	1,17±1,13
5	Q3 «self-control»	1,09±1,09	Q3 «self-control»	1,11±0,92
6	I «sensitivity»	0,90±0,97	I «sensitivity»	1,09±1,06
7	B «intelligence»	0,86±1,05	G «moral norms»	0,96±1,15
8	E «dominance»	0,86±0,90	M «dreaminess»	0,86±0,92
9	MD «self-esteem»	0,81±0,95	L «suspiciousness»	0,80±0,85
10	H «courage»	0,77±0,83	E «dominance»	0,79±0,89



11	L «suspiciousness»	0,74±0,88	MD «self-esteem»	0,74±0,91
12	M «dreaminess»	0,72±0,85	Q4 «tension»	0,72±0,76
13	G «moral norms»	0,71±0,86	H «courage»	0,62±0,73
14	Q4 «tension»	0,66±0,67	A «sociability»	0,53±0,72
15	Q2 «independence»	0,59±0,91	B «intelligence»	0,51±0,75
16	A «sociability»	0,52±0,77	Q2 «independence»	0,50±0,71
17	C «emotional stability»	0,45±0,80	C «emotional stability»	0,33±0,58

The study of the contribution of each of the subfactors to the total value of the insufficient formation of the self-concept, which is assessed using intratest correlation analysis, has showed that in girls the correlation coefficient is relatively close. Whereas in young men the differences in the distribution of values of the correlation coefficients are more significant. Thus, if girls have certain components of the self-concept make a similar contribution to the degree of its formation, then boys have more or less priority.

The table of correlation coefficients of individual subfactors with the total number of "white spots" is given below.

Table 2

**Correlation coefficients of the total value  
uncertain answers for individual subfactors**

№	Girls	coefficientr	Boys	coefficientr
1	O «anxiety»	0,67	O «anxiety»	0,67
2	F «expressiveness»	0,59	Q4 «tension»	0,64
3	L «suspiciousness»	0,59	L «suspiciousness»	0,62
4	I «sensitivity»	0,57	Q1 «Susceptibility to the new»	0,61
5	MD «self-esteem»	0,56	F «expressiveness»	0,57
6	N «diplomacy»	0,56	H «courage»	0,57
7	Q2 «independence»	0,55	A «sociability»	0,55
8	G «moral norms»	0,54	Q2 «independence»	0,54
9	Q3 «self-control»	0,54	G «moral norms»	0,49
10	E «dominance»	0,52	MD «self-esteem»	0,47
11	A «sociability»	0,51	Q3 «self-control»	0,45
	Q4 «tension»	0,50	C «emotional stability»	0,44

12				
13	H «courage»	0,49	N «diplomacy»	0,43
14	Q1 «Susceptibility to the new»	0,49	I «sensitivity»	0,39
15	M «dreaminess»	0,48	B «intelligence»	0,34
16	C «emotional stability»	0,44	M «dreaminess»	0,31
17	B «intelligence»	0,40	E «dominance»	0,29

In interpreting the results, we have studied not only the degree of contribution to the self-concept of individual factors, but also their combinations that form a symptom complex of communicative, intellectual, emotional and regulatory personality traits. This analysis considers the problems of formation of the self-concept of modern boys and girls by zones. The group of emotional properties (factors O, F, Q4), both in boys and girls, made the greatest contribution to the total value of uncertain answers. Thus, in the realization of these aspects of their own personality, modern young men and women experience maximum difficulties. This is followed by a group of communicative properties (factors L, N, H). The most successful are the groups of regulatory and intellectual properties, quite fully understood by modern young men and women.

Next, we have studied the contribution of individual-typological and socio-psychological properties and qualities in the formation of self-concept in boys and girls 16-18 years old. Below, Figures 1 and 2 present matrices of correlations of the total number of uncertain adolescent responses obtained using a modified Ketell questionnaire with other studied characteristics.

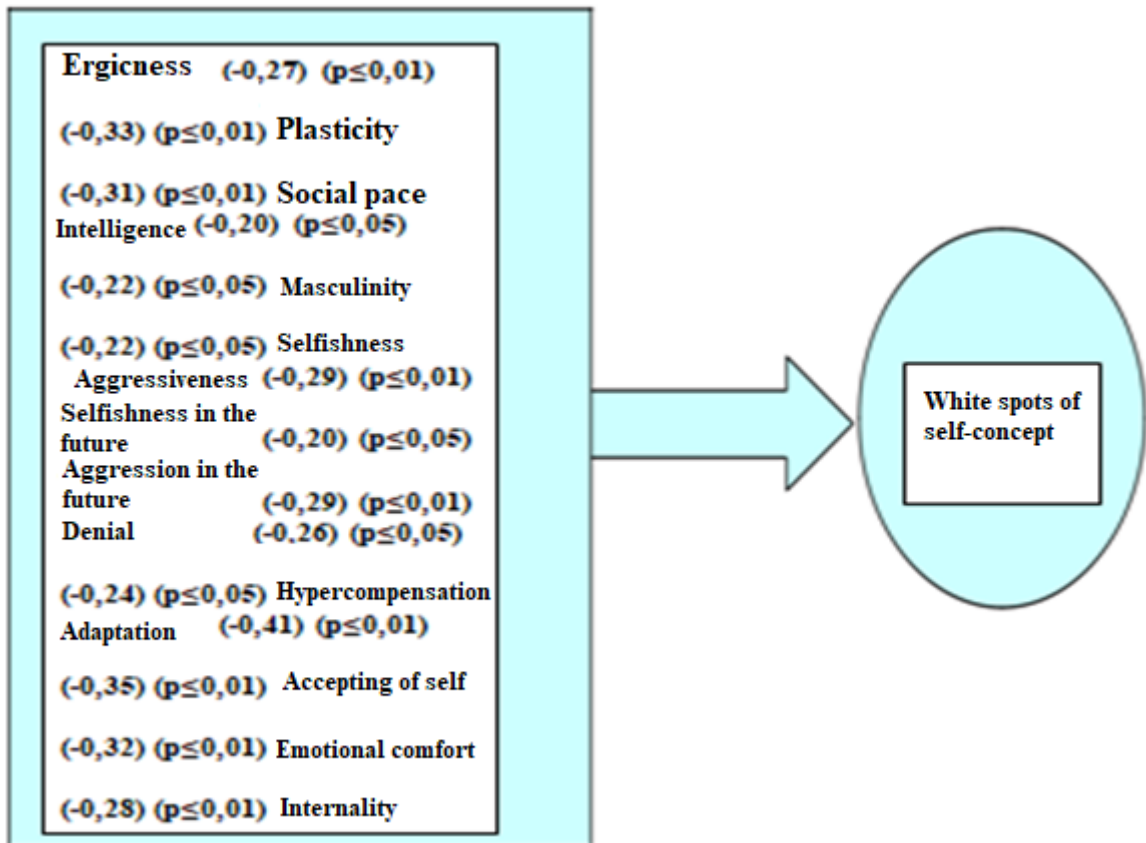


Fig. 1. Correlation of the total number of uncertain answers with individual-typological and socio-psychological factors in young people 16-18 years.

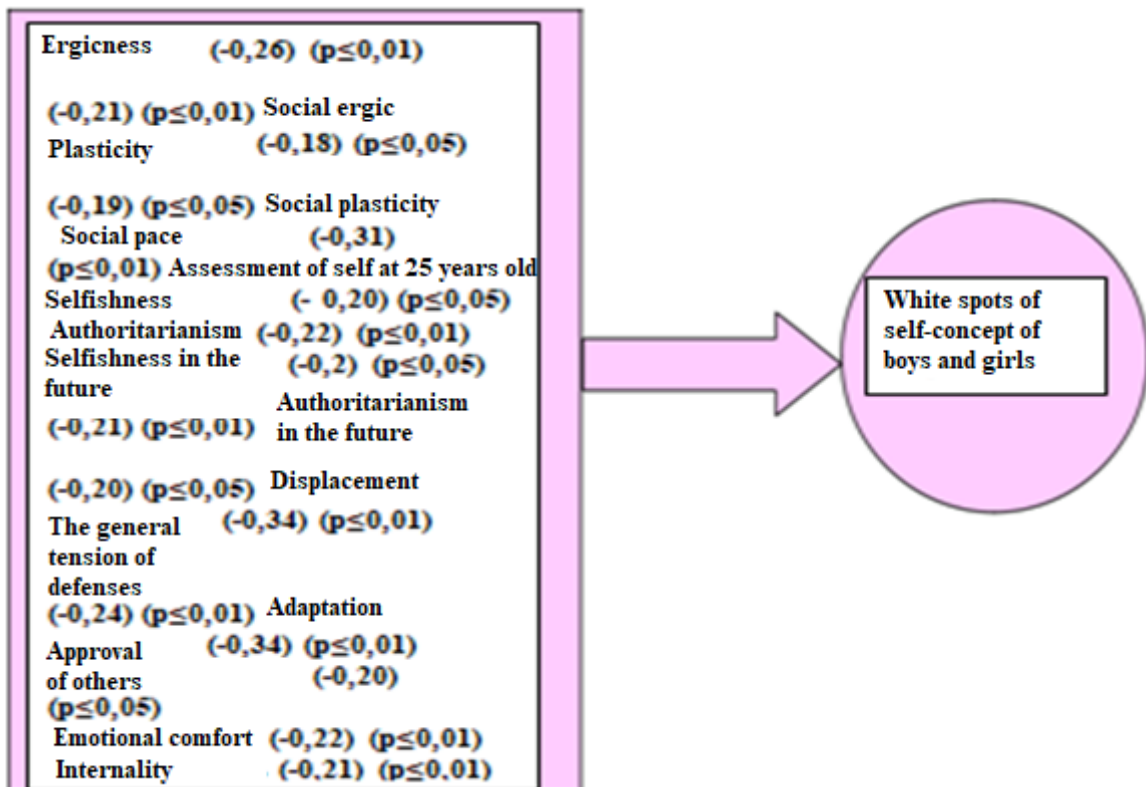


Fig. 2. Correlation of the total number of uncertain answers with individual-typological and socio-psychological factors in boys and girls 16-18 years.

### Discussion

The study of the relationship between the insufficient formation of self-concept with a set of individual-typological and socio-psychological characteristics using the method of correlation analysis has revealed that more "white spots" in the self-consciousness of young men are associated with lower general and nonverbal intelligence ( $r = -0,20$ ). Girls could not find such relationships.

With regard to the links between gender identity and insufficient formation of self-awareness, the only connection ( $r = -0.22$ ) was found with the scale of masculinity in young men. Thus, the more adequately formed gender identity and the more strongly represented in the structure of the personality masculine traits, the clearer ideas about their own personal characteristics are observed in young people of this age group. The girls could not find such connections. Accordingly, the formation of their gender identity has no direct relationship with the formation of self-concept at this age. A similar opinion is expressed by Young. He believed that in adolescence and adolescence, the relevant normative notions of courage are particularly rigid and stereotypical; wanting to assert himself in a male role, the boy emphasizes his difference from women in every possible way, trying to overcome everything that can be perceived as a manifestation of femininity (Yang, 2017). It is the results of this scientist's research that we will focus on below when reviewing the data we have obtained.

In our study, as in Young's study, young men did not find any significant relationship between the number of uncertain answers and the scales "Image-I", "I am a child", "I am 25 years old", "The ideal man", of which it turns out that the conscious level of personal constructs in young men is not related to the zones of uncertainty of the self-concept. In girls, the only significant connection was with the idea of themselves in the future (factor in assessing the scale "I am 25 years old") ( $r = -0.20$ ). In other words, the better they imagine themselves in the future, the fewer "white spots" in the self-concept today.

Young men have showed negative connections by types of interpersonal relationships "Selfish" ( $r = -0.22$ ), "Aggressive" ( $r = -0.29$ ), as well as by the same types, but in perceptions of themselves in the future (I am 25 years old), "Selfish" ( $r = -0.20$ ) and "Aggressive" ( $r = -0.29$ ). That is, the higher the selfishness and aggression in the present and in ideas about oneself in the future - the fewer areas of insufficient formation of the self-concept in the present.

The girls have showed a negative correlation with the scales "authoritarianism" today ( $r = -0.20$ ) and "authoritarianism" ( $r = -0.20$ ) and "selfishness" ( $r = -0.21$ ) in the future. The more selfish girls consider themselves now and selfish and authoritarian in the future - the more accurate the image of «self» today.

Significant connections in young men were found on such scales of the temperament questionnaire as "ergic" ( $r = -0.27$ ), "plasticity" ( $r = -0.33$ ) and "social pace" ( $r = -0.31$ ). In other words, the higher the indicators of these properties of temperament, the better formed ideas about themselves. From which we concluded that the number of "white spots" in the self-concept of young people is due to both individual-typological and socio-psychological factors.

In girls, the contribution of individual-typological features in the formation of the self-concept has been similar to the situation in their male peers. Scales "ergic" ( $r = -0.26$ ), "social ergic" ( $r = -0.21$ ), "plasticity" ( $r = -0.18$ ), "social plasticity" ( $r = -0.19$ ) and "social rate" ( $r = -0.31$ ) are negatively correlated with the total number of uncertain responses in the Cattell questionnaire. This led to the conclusion that in girls the formation of the self-concept is determined by the contribution of both the substantive and social components of temperament.

Interestingly, both boys and girls did not find a relationship with scales such as "pace", "emotionality" and "social emotionality".

Next, the relationship between the areas of uncertainty of the self-concept and the mechanisms of psychological defenses has been investigated in order to identify those protective mechanisms that prevent better self-knowledge. In girls, the only psychological protection that correlates with the sum of uncertain responses was displacement ( $r = -0.31$ ); active use of this psychological protection provides a reduction in gaps in the self-concept; being a primitive defense, displacement does not allow us to realize how badly the teenager knows himself. Thus, the use of primitive psychological protection provides relative stability of the self-concept in girls. In young men, such defenses were "denial" ( $r = -0.26$ ) and "hypercompensation" ( $r = -0.24$ ), so they either deny their "white spots" in self-consciousness, or turn the unacceptable pole of their own ambivalent attitude for due to the transfer of emphasis to the acceptable pole. In the literature, hypercompensation is associated with the final assimilation of individual higher social values.

Analysis of the relationship between the total number of uncertain responses of the multifactorial questionnaire Kettell with the results of the survey of socio-psychological adaptability has showed the following: common to both sexes have been negative correlations of indeterminate responses with scales "adaptation" ( $r = -0.34$ ) in girls and ( $r = -0.41$ ) in young men; "Emotional comfort" ( $r = -0.22$ ) in girls and ( $r = -0.32$ ) in boys; "Internality" ( $r = -0.21$ ) in girls and ( $r = -0.28$ ) in boys. Gender-related differences have been correlated with the scale of "acceptance of self" in boys ( $r = -0.35$ ) and "acceptance of others" in girls ( $r = -0.2$ ). Thus, the insufficient formation of the self-concept studied by us is directly related to the peculiarities of social and psychological adaptation of boys and girls aged 16-18. The most adapted are boys and girls with the least uncertainty about themselves.

In general, the obtained results are correlated with Young's research, which reflects the similarity of the issues in the samples of different cultures.

### **Conclusion**

As a result of using a set of test tools, we were able to identify specific features of the hierarchy of indeterminate areas of self-concept of modern boys and girls. Boys and girls experience the greatest difficulties in understanding the emotional and communicative properties of their own personality.

Features of the formation of self-concept in adolescence due to individual typological characteristics have been studied. The contribution to the formation of the self-concept of temperamental features has been similar in boys and girls - adolescents who tend to extraversion have fewer "white spots". In girls, the preconditions that form

the self-concept are the subject and social properties of temperament, and in boys - the subject.

The list of socio-psychological factors influencing the formation of self-awareness in boys and girls has common features: with high adaptability, internality, emotional comfort and selfishness, there are more formed ideas about themselves.

Young people have fewer "white spots" in the self-concept in the case of adequate gender identity, a high degree of self-acceptance, aggression, high intelligence. Girls have better formed ideas about themselves with high rates of authoritarianism and selfishness, with high rates of "acceptance of others". Indicators of intellectual development were not related to the degree of formation of the self-concept.

With the help of the Kettel questionnaire, it is possible to identify areas of insufficient formation of the self-concept in boys and girls aged 16-18. This questionnaire has allowed us to establish that the problem of insufficient formation of certain ideas about themselves are determined by both socio-psychological features and individual-typological. The contribution of the latter to the formation of the self-concept has been similar in boys and girls.

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