The Expression of Youth Attitudes towards Multifaceted Self-Appraisal: Context of Estonia, Finland and Lithuania

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Abstract

The research on self-appraisal of students from age groups of 14-16 year old and 17-19 year old from Estonia, Finland and Lithuania is presented in the paper. The methodology applied is based on different theoretical conceptions which reflect multifaceted attitudes, positive or negative, towards self, self-esteem, self-tolerance and self-confidence.

The theoretical context of self-appraisal is disclosed in the conceptual part of the paper. Analysis of the data on self-appraisal rating scale in percentage, factor validity verification of a self-appraisal concept scale, the values of the variables and their correlation and the evaluation of dependence of the set forth factors of the self-appraisal concept on the demographic variables are presented on the empirical level.

The research has shown that in the psycho-semantics of self-appraisal clearly prevail positive dimensions of self-appraisal expressed directly or indirectly; the facets of self-appraisal encompass self-esteem, self-confidence and self-tolerance, and are an integral part of successful youth socialisation.

Keywords: attitudes, self-appraisal, self-tolerance, self-confidence.

Introduction

Research problem and relevance. Self-cognition is the main precondition for fair self-appraisal. Maslow and Rogers, the founders of humanistic psychology and education, maintained that self-cognition is the main feature of a mature personality. Adequate self-appraisal is understood as one of the main aims of humanistic education.

Self-appraisal is defined as a young person's ability to make a judgment about one's own progress and achievements on the basis of reflection, self-analysis and comparison of present achievements with the previous ones and to set further goals for actions and select strategies to attain them. Schoolchildren's self-assessment is one of priority directions in the development of patterns of assessment of schoolchildren's learning outcomes with a shift from one-sided teacher performed assessment to an active involvement of a schoolchild in the assessment of his achievements, i.e. student self-assessment. A necessity to pay more attention to self-assessment in the future is also stressed in the documents regulating the assessment of educational outcomes. It is stated there that the aim of assessment is to help students understand their strengths and weaknesses and self-assess their educational outcomes. Therefore students have to be more active in the assessment process.

However, in the present education systems of Lithuania, Estonia and Finland not much attention is paid to schoolchildren's self-assessment and teacher-performed assessment traditionally predominates. Schoolchildren's self-assessment is employed episodically; no conceptual system of schoolchildren's self-assessment has been developed. On the other hand, not much research on students' self-assessment has been performed in the three countries. Generalised research results on self-assessment have been provided by Popple, Leighninger (1999), Byer (2000), Bosma and Williams (2006), Tice (1993) and other foreign authors. In Lithuania similar research has been generalised by Bulotaite (1995), the peculiarities of junior schoolchildren's self-assessment have been analysed by Gumuliauskiene (2001).

The research problem may be formulated by the following problem questions: a) What are theoretical preconditions for youth self-appraisal on which youth attitudes towards self-tolerance, self-esteem, self-confidence and other personal attributes are built? b) How do schoolchildren from age groups of 14-16 year old and 17-19 year old from Estonia, Finland and Lithuania assess a positive attitude towards self, self-confidence, self-esteem, self-tolerance, collaboration, beliefs in fairness and honesty?

Research object: the facets of senior schoolchildren's self-appraisal: a positive attitude towards

self, self-confidence, self-esteem, self-tolerance, collaboration, beliefs in fairness and honesty.

Research aim: to study attitudes of schoolchildren from age groups of 14-16 year old and 17-19 year old from Estonia, Finland and Lithuania towards the facets of self-appraisal: a positive attitude towards self, self-confidence, self-esteem, self-tolerance, collaboration, beliefs in fairness and honesty.

Relevance of the self-appraisal concept for adolescents

The development of a personality and self-concept are determined by many factors, they are grouped into endogenous (intrinsic) and exogenous (extrinsic) factors (Valickas, 1991).

Endogenous factors of development are heredity and maturation. Particular traits are inherited from previous generations and affect not only biological but also psychological development. Maturity is fostered by physical growth processes which closely interact with the environment.

Exogenous factors are environmental impacts to which an individual reacts assimilating some and rejecting others. Cognition, acquisition are the main exogenous factors which affect personality development. Through them an individual grows in experience and that helps him integrate into society. No doubt, mental abilities are decisive here.

As many authors acknowledge, one of the main intrinsic constructs, through which extrinsic impacts show up, is self-appraisal. It is an unconditional acceptance of the self with all merits and demerits, self-knowledge (Myers, 2000). With the aim to convey various ideas and feelings about multifaceted self-appraisal authors use different concepts: *self-appraisal, attitude towards the self, self-satisfaction, self-image,* etc.

Contemporary researchers in positive psychology stress a holistic attitude towards a personality. According to centrist personality theories, maximum trust in human nature and abilities to grow in experience strengthen inner harmony and relations with the self by integrating personality traits into a *thinking I* within the bounds of possibility. Inner harmony shows up in inner stability, positive relations with the world and the self (Marsh, 1996). The main indicators of inner harmony are adequate self-appraisal, respect for the self and others, positive relations with others (Seligman, 2000).

According to Lecky (1961), an individual is constantly solving two problems: inner harmony and harmonious relations with the environment. Spiritual harmony is of the utmost importance, one of the main tasks being to maintain inner harmony, foster individuality and express self in society.

Popple, Leighninger (1999) have identified that individuals of a harmonious personality type are socially open adolescents. Average levels of self-confidence, self-control and self-possession are characteristic to them. These young people easily start social relations and socialise.

The issues of adolescents' self-appraisal and relations with the environment have been widely studied by Byer (2000), Bosma and Williams (2006), Tice (1993). The researchers analysed crucial changes in adolescents' spiritual life related to their psychosocial, cognitive and physical development. Intensive psycho-physical development entails changes in directedness, activeness and self-dependence what leads to a contradictory situation: a gap between growing aspirations and real potential, difficulties in shaping identity, inadequate self-appraisal. Conflicts arising between personal and societal values, identity consolidation, status change in society – all that makes an adolescent get to know not only the surrounding world but also the self.

Research by Cassidy, Conroy (2006) has shown that self-appraisal is related to self-esteem. Negative self-appraisal is related to low self-esteem, positive to high self-esteem. Self-esteem is a sense of self-respect and self-confidence. It depends on the approval of others and what norms and values we have developed. Self-esteem is related to acceptance and appreciation shown by parents. Attempts are made not only to maintain but also to enhance the level of self-esteem therefore we seek for acceptance of others. That conditions our adaptability in society, how we conform to its values and norms. We adapt physically, emotionally and intellectually. If socialising we receive a positive feedback which supports our success our self-esteem grows.

Self-confidence is one of most important social skills; it gives a sense of psychological stability, comfort and security. Many researchers (Ninot, Fortes, Delignieres, 2005; Hallings-Pott, Waller, Watson, Scragg, 2005) have stressed that self-confidence is built in early childhood and parents have the biggest influence.

Research done by Luke, Maio, Carnelley (2004), Huntsinger, Luecken (2004) has showed that self-confident people are more adaptable in society and more stable emotionally. Low self-confidence is often associated with depression and sensitivity to negative events. People who lack self-confidence are more concerned about their social value. Under-confidence relates to extreme emotional and behaviour reactions to life changes. People who are seldom confident in themselves are characterised as more angry and aggressive than those whose self-confidence is high and stable. The latter are more optimistic, hap-

pier, easier express their ideas and emotions and their life is more fulfilling and happier.

One of the main personal traits is tolerance. The word *tolerance* is derived from ancient Greek *talao* which means: *bear, endure, stand*. In Latin *tolerance* means *patiently bearing, enduring,* in different domains the concept of tolerance is multifaceted. In engineering it is a permissible deviation from a standard, the margin between the highest and the lowest permissible values of the measured parameter. In psychiatry the concept defines a person's ability to withstand an average amount of devastating factors, inflexibility coping with them because of depression. Other domains of tolerance include religion, politics, and creative activities.

Tolerance is a moral principle of universal communication culture closely related to the concepts of respect and toleration, complementing each other they make up the content of tolerance. It is tolerance when we decide to endure some actions that we disapprove of and have a negative opinion about although we could prevent their start. Tolerance is when we acknowledge others' right to act in their way and respect it. Tolerance is the principle declaring that it is a duty of every human being and of a group of people to appreciate others and their viewpoints, let them exercise their right to declare them and live their lives. Tolerance may be defined as a moral attribute of a personality enabling him to take control of emotional reactions and facilitating communication in conflicting situations. It is appreciation and respect of the autonomy of those whose beliefs differ from our own, of other person's dignity and value. An individual is tolerant when he can alter a situation unacceptable to him but respecting other individual's right and the freedom of spiritual practices does not do it at his free will.

Giddens (2000) lays much weight on beliefs, on a personality value scale. He has proposed the following conception of beliefs: *beliefs* are the result of knowing and perceiving truth about natural, cultural, human relationships and spiritual life that affect emotions and will, practices and behaviour. It is a construct of consciousness which defines sensual depth and intensity of some belief. The basis of beliefs in relation to worldviews is attitudes towards the main matters of human existence. They gain essential significance in personality development, eventually becoming a source of an ability to orient in terms of global dimensions and also are a source regulating motivation for actions and behaviour.

A path of self-orientation and self-knowledge is challenging, demands efforts of mind and will. It may bring not only a pleasure of knowledge but also unpleasant or even painful experiences. Self-knowledge is a path to freedom of being oneself. This is a chance of self-actualization, fulfilment of all that has been given to us.

Research methodology

In order to identify the real life style of contemporary adolescents, principles in their daily life and human relationships, a qualitative research method, on-line survey using a standardized questionnaire, was chosen. The research instrument was developed relying on the analysed scientific literature and the researchers' personal professional and subject expertise.

A socio-demographic block of variables was focussed on the respondents' gender, age and country of residence, learning patterns, place of residence, economic status of the family, level of education of the parents, etc. Socio-demographic characteristics of respondents can bias attitudes towards self-appraisal, time management, computer use for communication and relationships.

Questions related to the research problem were given in the main part of a questionnaire. The latter part encompassed three groups of indicators: a) time management (time for particular daily activities and their frequency), 37 statements. They were aimed at identifying the most frequent activities and hobbies; b) use of media information and computer, 10 statements. They were aimed at identifying the most frequent use of media and computer for leisure and on-line communication; c) variables reflecting adolescents' perceptions, attitudes and relationships, 42 statements. They were aimed at identifying self-appraisal (positive attitude towards self, self-esteem, self-tolerance and self-confidence), flexibility and strictness, disposition towards collaboration versus self-orientation, necessity to act independently versus in group, beliefs in truth, lie and honesty, tolerance versus intolerance. The diagnostic blocks of the research instrument are presented in Table 1.

The paper deals with the results of the research on students' attitudes reflecting self-appraisal, i.e. positive or negative attitude towards self, self-esteem, self-tolerance and self-confidence.

Table 1

Diagnostic blocks of the research instrument

Diagnostic construct	Blocks of questions	Number of items	
Variables reflecting adolescents' life style, daily life principles and relationships	Time spent on particular daily activities and activity frequency (questions 1 – 37).	37	89
	Media and computer use (questions 38 – 47).	10	
	Adolescents' perceptions, attitudes and relationships (questions 48 – 89).	42	
Socio-demographic variables	Background data (questions 90 – 103)	14	14
		Total	103

The research data were processed using SPSS 17 (Statistical Package for Social Sciences) software. Alongside with traditional descriptive statistical methods, multidimensional statistical methods, factor and correlation analysis, were used. According to Cekanavicius and Murauskas (2004), the main advantages of factor analysis are that loosing information at the minimum it enables replacement of the set of characteristics of the observed phenomenon by the repertory of several factors. In case of our research, factor analysis was employed to verify validation of the instrument, rating scales of latent variables constructed intuitively. Factor analysis that defines psychometric quality of scales and factors does not show interrelations between them. Therefore in order to identify statistical relations among factors and separate variables we used the method of correlation analysis.

Characteristics of the research sample

The questionnaire was distributed on-line to schoolchildren, 14-16 year old and 17-19 year old age groups, from Estonia, Lithuania and Finland. The survey was conducted in January-March, 2008. The sample included 3043 respondents, 1071 from Estonia, 896 from Lithuania and 1076 from Finland. An on-line survey was conducted in the following way: the respondents were accessed by e-mail, directed to the survey website and provided with a password. 3150 questionnaires were distributed, 3043 were returned. The return rate of 96.6% is good for closed type instruments.

In our opinion, the research sample under analysis does not comply with the requirements for random sampling and may be considered as a mixture of quota and chain sampling (Kardelis, 2002). Acknowledging the methodological advantages of random sampling in social research and relying on experience of other researchers we can claim that random sampling is difficult to employ because it is voluntary, anonymous and there are requirements for return rate (Saparniene. 2002). According to Kardelis (2002), not strictly followed random sampling is still possible in small scope social research and its results are rather reliable if the researcher has no intention to extrapolate them in a whole population.

Distribution of socio-demographic characteristics of the research sample is presented in Table 2.

Table 2

Socio-demographic characteristics of the research sample

Research sample, total N = 3043					
Gender (%)		Age (%)		Country (%)	
Girls	52.2	14-16 year old	63.5	Estonia	35.2
Boys	47.8	17-19 year old	36.5	Lithuania	29.4
				Finland	35.4

The characteristics of the research sample in Table 2 show that girls dominate the sample and make up 52.2%. It proves that the respondents' distribution corresponds to real tendencies in the countries. The respondents' distribution by age shows that 14-16 year old schoolchildren dominate. The countries are represented rather proportionally.

The obtained data show that the research sample can be qualified as reflecting real demographic tendencies in the countries and fulfilling the research aims and objectives.

Results of the research on self-appraisal of school-children from 14-16 year old and 17-19 year old age groups from Estonia, Finland and Lithuania

Analysis of the variables on the self-appraisal scale in percentage

An individual's socialisation is a complicated and life-long process affected by many variables. Adolescence is a period of intensive development of a child and of his self-knowledge. Attitudes towards the self entail an individual's actions, his relationship with self and others. Adequate self-appraisal builds an inner mechanism of self-control and self-regulation (Gumuliauskiene, 2001).

According to Bulotaite (1995), self-appraisal is qualified as knowledge of the value of the self and enables an individual to take responsibility for oneself and others.

Valickas (1991) defines self-appraisal as a life-long process most often perceived through emotions and intuition.

The concept of self-appraisal can be defined as valuation of self, one's potential, individuality and relationships with the surrounding people. The importance of a positive attitude towards self is stressed by many researchers engaged in personality studies. Most of them maintain that positive self-apprai-

sal is an important precondition for being happy and self-confident. For this research statements on a self-appraisal scale were formulated deliberately so that they meant respondents' positive attitude towards themselves, self-tolerance and self-confidence.

The variables of the respondents' generalised opinions about themselves in percentage are presented in Table 3. Speaking about the statements in this group of questions, it should be noted that the statement "*I am happy with myself*" was rated most positively, by 77.2% of the respondents. Consequently, the respondents of the researched population can be characterised as fostering self-respect as it is very important in life. 70% of the respondents agreed with the statement "*In discussions I always try to keep to my position*", in the context of our research it reflects tendencies towards self-confidence. The statement "*I am a person as good as the others*" was chosen by 67.1% of the respondents, it also reflects a positive attitude towards self. These results confirm conclusions drawn by Huntsinger, Luecken (2004) that self-confident people easily adapt to life in society. The issue of self-confidence is relevant to contemporary adolescents and inseparable from adequate actions in various situations. A strong-minded and self-confident person can make right decisions about the self and others.

Table 3

Expression of the respondents' opinions in terms of self-appraisal variables (N=3043)

Statements — Rating scale	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	Percentage				
I am happy with myself	3.2	5.1	14.5	36.0	**41.2**
I can follow my principles even if all the others are against them	2.4	9.4	34.5	**34.9**	18.8
In discussions I always try to keep to my position	1.9	5.5	22.7	**39.8**	30.2
I am a person as good as the others	2.8	5.3	24.8	33.3	**33.8**
I live by the principle that life should be taken with humour	3.2	10.9	31.0	**32.6**	22.3
I usually forgive the others if they make a mistake concerning me	2.7	7.4	28.9	**41.3**	19.8
I prefer computer communication to face-to-face communication	**34.1**	32.4	21.2	7.9	4.4
Computer communication is great because nobody can see how I look like	21.9	23.5	**32.2**	15.3	7.0
I seldom talk to others because I am afraid of saying wrong things	31.7	**33.5**	19.2	11.5	4.1
In computer communication you can say things difficult to be said in face-to-face communication	10.5	16.0	26.8	**31.3**	15.4
If I see that there could be a quarrel I just walk away	13.3	33.3	**36.3**	13.2	3.9

The research showed that not only directly expressed dimensions of positive self-appraisal prevail among adolescents but also indirectly expressed self-esteem, self-respect show up (*I prefer computer communication to face-to-face communication* – generali-

zed "disagree" 66.5%, *I seldom talk to others because I am afraid of saying wrong things* – generalized "disagree" 65.2%, *If I see that there could be a quarrel I just walk away* – generalized "disagree" 46.6%).

It is evident that the respondents' positive self-appraisal dominates a psycho-semantic opinion expression, thus showing a degree of self-confidence and self-esteem of contemporary adolescents.

Factor validity verification of the self-appraisal concept scale

The block of diagnostic self-appraisal questions included questions aimed at identifying how the respondents rate the statements that characterise attitudes towards self, self-esteem, etc. The results of factor analysis of the self-appraisal concept are presented in Table 4. 2 groups of the self-appraisal concept were identified which explain 37.4% of all variables dispersion. All variables were meaningfully grouped into factors, i.e. statements reflecting the respondents' positive attitude towards self ("*I am happy with myself*", "*I can follow my principles even if all the others are against them*", "*I am a person as good as the others*", etc.) made up one group, meanwhile statements reflecting the respondents' insufficient or negative attitude towards self ("*I prefer computer communication to face-to-face communication*", "*I seldom talk to others because I am afraid of saying wrong things*", "*In computer communication you can*

say things difficult to say in face-to-face communication", *etc.*) made up another group.

Interpreting semantically meaningful statements of factor F1 they can be conditionally defined as "*Strongly expressed positive attitude towards self and evident self-confidence: manifested communication context*", statements of factor F2 – "*Strongly expressed negative attitude towards self: latent communication context*".

Not weak correlation coefficients in the context of both factors ($0.48 \leq r \leq 0.70$) show a sufficient correlation of the self-appraisal concept and the extracted factors. Descriptive dispersion of the first factor is 19.8%, of the second – 17.6% (in total 37.4% of dispersion explained). *Kaiser-Meyer-Olkin* (KMO) coefficient shows to what extent the component matrix fits factor analysis; in this case it is also satisfactory (0.75). A measure of internal consistency of separate factors (sub-scales), *Cronbach alpha* coefficient, is of not low value (for factor F1 – 0.63, for factor F2 – 0.58), it shows that the identified factors are not made up of accidental, disconnected statements; they have some elements of homogeneity. Thus the given indicators of the self-appraisal concept scale meet the methodological standards for construct reliability and factor validity.

Table 4

Factor analysis of the respondents' opinion about the self-appraisal concept
(N=3038, KMO=0.75, total variance explained = 37.4%)

Factor	Statements	L	N	Cronbach α	% of Variance
Strongly expressed positive attitude towards self and obvious self-confidence: manifested communication context (F1)	I am happy with myself	0.668	6	0.63	19.79
	I can follow my principles even if all the others are against them	0.613			
	In discussions I always try to keep to my position	0.591			
	I am a person as good as the others	0.590			
	I live by the principle that life should be taken with humour	0.542			
	I usually forgive the others if they make a mistake concerning me	0.484			
Strongly expressed negative attitude towards self and low self-confidence: latent communication context (F2)	I prefer computer communication to face-to-face communication	0.701	5	0.58	17.62
	Computer communication is great because nobody can see what I look like	0.644			
	I seldom talk to others because I am afraid of saying wrong things	0.586			
	In computer communication you can say things difficult to say in face-to-face communication	0.577			
	If I see that there could be a quarrel I just walk away	0.514			

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 3 iterations.

Summarising the results of factor analysis of the respondents' opinions on a self-appraisal sca-

le and knowing that the obtained factors were worded subjectively, i.e. relying on how the statements,

which are tightly linked and bear semantic meaning, were formulated, the authors essentially managed to show meaningful latent structure of the self-appraisal concept; the structure is based on the respondents' positive and negative attitudes towards self.

Expression of the variables of the self-appraisal concept and their interrelation

The aim of the research results analysis was to set frequency rating of the respondents' self-appraisal in points. The respondents had to set scores to the statements: 1 – "strongly disagree", 2 – "disagree", 3 – "neither agree nor disagree", 4 – "agree", 5 – "strongly agree". The found tendency is presented on a horizontal bar chart (see Fig. 1), where the statement of the highest frequency rating scores is at the top and the one of the lowest frequency rating is at the bottom. The statements that fell into Factor 1 (*Strongly expressed positive attitude towards self and obvious manifestation of self-confidence: manifested communication context*) got highest rating scores, they reflect a person's positive attitude towards self, i.e. self-confidence. The statements that fell into Factor 2 (*Strongly expressed negative attitude towards self and low self-confidence: latent communication context*) got lowest rating scores, they reflect the respondents' negative attitude towards self, i.e. lack of self-confidence.

As the research showed, the respondents' opinions can be very clearly differentiated by a positive and negative attitude towards self at the level of the self-appraisal concept. In this context the respondents tended to attribute themselves to positively appraising and self-confident ones.

With the aim to identify correlation among the variables of the self-appraisal concept, correlation analysis was done, i.e. *Spearman's* correlation coefficient was calculated. Correlation analysis data are presented in Table 5, where the number denotes the value of the correlation coefficient, asterisk below the number significance level. It should be stated that found not high values of the correlation coefficient show a rather weak but to some extent significant correlation among the variables.

The data in Table 5 show a very weak but statistically significant and positive correlation of the first 6 variables, which express the respondents' attitudes towards positive self-appraisal, evidencing a direct inter-dependence of the variables. The same can be noticed analysing the values of the correlation coefficient for variables 7-11, which express the respondents' attitudes towards insufficient self-appraisal. This correlation confirms theoretical assumptions about essential correlation of the main components of self-appraisal, e.g. research by Cassidy, Conroy (2006) shows that self-appraisal correlates with self-esteem, Luke, Maio, Carnelley (2004) point at correlation of self-appraisal and self-confidence, etc.
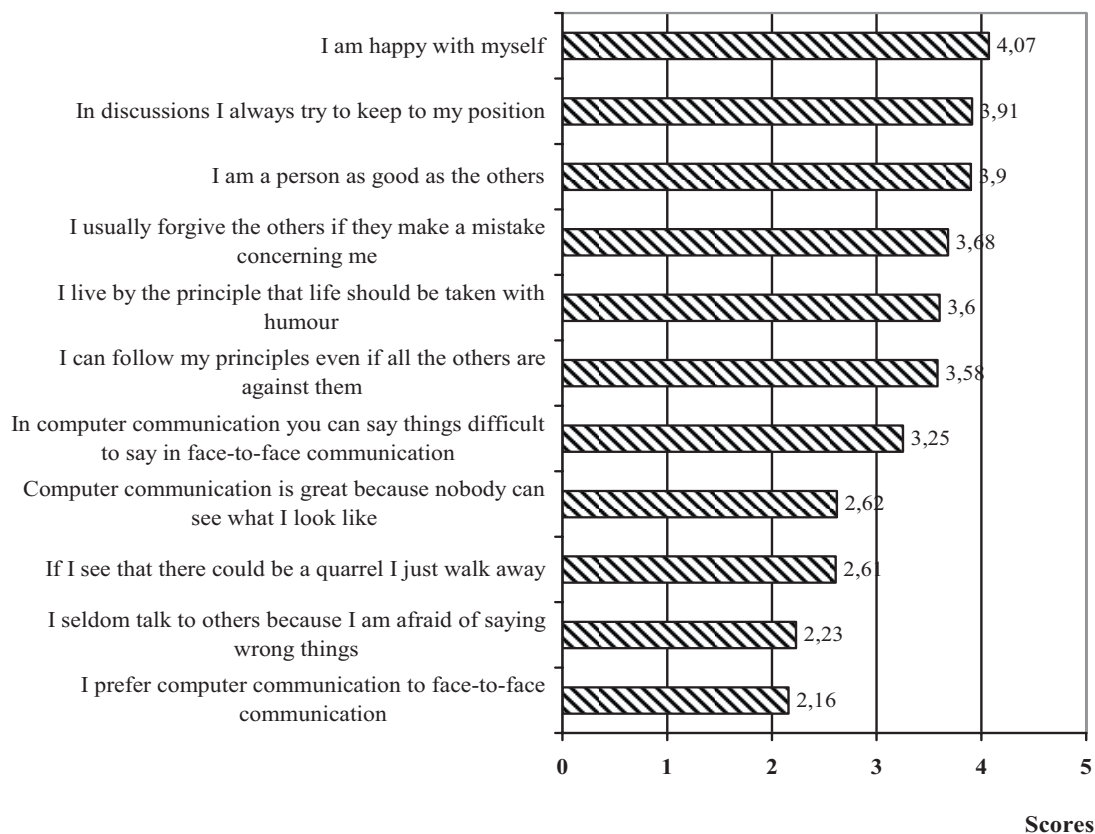

Fig. 1. Frequency rating of the respondents' self-appraisal

Regardless of conditionally not very high correlation coefficients found, adolescents' attitudes towards themselves should not be undervalued. It should be stressed that in terms of the correlated psychological constructs schoolchildren are an "extreme" population, lower coefficients are quite probable (the phenomenon is discussed at length by Churchill in his book *Marketing research*). A hypothesis can be raised that among correlating analogous constructs in the sample of mass population substantially higher correlation coefficients could be found.

Table 5

Results of correlation analysis of the respondents' opinions about the statements on the self-appraisal scale

	1	2	3	4	5	6	7	8	9	10	11
1. I am happy with myself	1.000	0.271 **	0.264 **	0.359 **	0.229 **	0.199 **	-0.209 **	-0.181 **	-0.233 **	-0.004	-0.040 *
2. I can follow my principles even if all the others are against them		1.000	0.356 **	0.210 **	0.199 **	0.171 **	-0.126 **	-0.117 **	-0.187 **	0.021	-0.061 **
3. In discussions I always try to keep to my position			1.000	0.204 **	0.162 **	0.079 **	-0.094 **	-0.094 **	-0.176 **	0.051 **	-0.080 **
4 I am a person as good as the others				1.000	0.150 **	0.129 **	-0.143 **	-0.073 **	-0.136 **	-0.012	-0.035
5. I live by the principle that life should be taken with humour					1.000	0.216 **	-0.051 **	-0.044 *	-0.126 **	0.107 **	-0.030
6. I usually forgive the others if they make a mistake concerning me						1.000	-0.050 **	-0.042 *	-0.055 **	0.108 **	-0.018
7. I prefer computer communication to face-to-face communication							1.000	0.278 **	0.293 **	0.274 **	0.194 **
8. Computer communication is great because nobody can see what I look like								1.000	0.260 **	0.199 **	0.202 **
9. I seldom talk to others because I am afraid of saying wrong things									1.000	0.106 **	0.214 **
10. In computer communication you can say things difficult to say in face-to-face communication										1.000	0.077 **
11. If I see that there could be a quarrel I just walk away											1.000

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

Average positive statistically significant correlation of the statements "*I am happy with myself*" and "*I am a person as good as the others*" (r=0.36; p<0.05) was found, which reasserts that respondents satisfied with themselves feel no worse than the others, i.e. they not only positively appraise themselves but also have a positive attitude towards others. Average positive statistically significant correlation of the statements "*I can follow my principles even if all the others are against them*" and "*In discussions I always try to keep to my position*" (r=0.36; p<0.05) was also found. It shows that strong-minded adolescents are able to defend their opinion in discussions.

Measure of inter-dependence of the self-appraisal sub-scales (factors) and socio-demographic variables

One of the main research objectives was to measure dependence of self-appraisal and socio-demographic variables (*country, gender and age*). With this aim tables (see Table 6, Table 7, Table 8) with cross tabs were composed focusing on χ² (*Chi-square*) criterion, which is one of the most widely used non-parametric criteria for finding independence of 2 variables.

Dependence of the values (*Low scores, Middle scores, High scores*) of the two singled out factors and particular socio-demographic variables in frequency and percentage are presented in Table 6, Table 7 and Table 8.

The research showed that both attitudes, positive towards self and evident self-confidence (*High scores – 15.8%)* and negative towards self with conditionally highest scores (*High scores – 8%)* prevail among the respondents from Estonia. In the context of Finland, the factor value approached the mean value, meanwhile in the context of Lithuania the factor value distributed rather evenly in terms of all values (see Table 6). Analysis by gender showed that boys tended to be more self-confident and appraised them-

selves higher than girls (see Table 7). Analysis by age showed that younger schoolchildren, i.e. 14-16 year old students, appraised themselves higher than 17-19 year old respondents (see Table 8).

Measure of the dependence of the factors of the self-appraisal concept and the represented country

| | | | Country | | | Total |
			Finland	Estonia	Lithuania	
Strongly expressed positive attitude towards self and evident self-confidence: manifested communication context	Low scores	Count	120	65	123	308
		% of Total	4.0%	2.1%	4.1%	10.1%
	Middle scores	Count	723	521	532	1776
		% of Total	23.8%	17.2%	17.5%	58.5%
	High scores	Count	233	481	237	951
		% of Total	7.7%	15.8%	7.8%	31.3%
Total		Count	1076	1067	892	3035
		% of Total	35.5%	35.2%	29.4%	100.0%
			Country			Total
			Finland	Estonia	Lithuania	
Strongly expressed negative attitude towards self and low self confidence: latent communication context	Low scores	Count	249	273	224	746
		% of Total	8.2%	9.0%	7.4%	24.6%
	Middle scores	Count	632	552	505	1689
		% of Total	20.8%	18.2%	16.6%	55.6%
	High scores	Count	194	243	165	602
		% of Total	6.4%	8.0%	5.4%	19.8%
Total		Count	1075	1068	894	3037
		% of Total	35.4%	35.2%	29.4%	100.0%

Measure of the dependence of the factors of the self-appraisal concept and gender

| | | | Gender | | Total |
			Boys	Girls	
Strongly expressed positive attitude towards self and evident self-confidence: manifested communication context	Low scores	Count	167	141	308
		% of Total	5.5%	4.6%	10.1%
	Middle scores	Count	809	967	1776
		% of Total	26.7%	31.9%	58.5%
	High scores	Count	473	478	951
		% of Total	15.6%	15.7%	31.3%
Total		Count	1449	1586	3035
		% of Total	47.7%	52.3%	100.0%
			Gender		Total
			Boys	Girls	
Strongly expressed negative attitude towards self and low self confidence: latent communication context	Low scores	Count	298	448	746
		% of Total	9.8%	14.8%	24.6%
	Middle scores	Count	803	886	1689
		% of Total	26.4%	29.2%	55.6%
	High scores	Count	350	252	602
		% of Total	11.5%	8.3%	19.8%
Total		Count	1451	1586	3037
		% of Total	47.8%	52.2%	100.0%

Table 8

Measure of the dependence of the factors of the self-appraisal concept and the represented age

			Age		Total
			14-16 year	17-19 year	
Strongly expressed positive attitude to-wards self and evident self-confidence: manifested communication context	Low scores	Count	236	72	308
		% of Total	7.8%	2.4%	10.1%
	Middle scores	Count	1165	611	1776
		% of Total	38.4%	20.1%	58.5%
	High scores	Count	522	429	951
		% of Total	17.2%	14.1%	31.3%
Total		Count	1923	1112	3035
		% of Total	63.4%	36.6%	100.0%
			Age		Total
			14-16 year	17-19 year	
Strongly expressed negative attitude to-wards self and low self confidence: latent communication context	Low scores	Count	391	355	746
		% of Total	12.9%	11.7%	24.6%
	Middle scores	Count	1108	581	1689
		% of Total	36.5%	19.1%	55.6%
	High scores	Count	426	176	602
		% of Total	14.0%	5.8%	19.8%
Total		Count	1925	1112	3037
		% of Total	63.4%	36.6%	100.0%

Referring to the statistical data computation strategy selected for the research, a statistical hypothesis H_0, was raised that the values of socio-demographic variables and the both factors *Strongly expressed positive attitude towards self and obvious manifestation of self-confidence: manifested communication context* and *Strongly expressed negative attitude towards self and low self-confidence: latent communication context* are homogeneous; H_1 hypothesis – that the values are not homogeneous. The rule is that if the *p*-value of the criterion χ^2 is lower than the level of significance α ($\alpha=0.05$), the null hypothesis is rejected, i.e. the values are statistically significantly different by socio-demographic variables; if the *p*-value of the criterion χ^2 is higher than the level of significance α, the null hypothesis cannot be rejected, i.e. the values are not statistically significantly different by socio-demographic variables.

The results of the Chi-square test of the dependence of the factors of the self-appraisal concept and socio-demographic variables are presented in Table 9. In case of factor F1 and the respondents' representation of the country, gender and age, p<0.05 of the (*Pearson*) χ^2 criterion (see Table 9), the null hypothesis is rejected. Thus, the values of factor F1 dependence on socio-demographic variables (country, gender, age) are statistically significantly different. The same conclusion may be drawn in case of factor F2 because there the p value of the (*Pearson*) χ^2 criterion is also lower than the conventional level of significance α (see Table 9).

Table 9

Results of the Chi-square test of the dependence of the factors of the self-appraisal concept and socio-demographic variables

	Pearson chi-square scores								
	Country			Gender			Age		
	Value	df	Asymp. Sig. (2- sided)	Value	df	Asymp. Sig. (2- sided)	Value	df	Asymp. Sig. (2- sided)
Strongly expressed positive attitude to-wards self and evident self-confidence: manifested communication context	164.1	4	0.00	10.1	2	0.01	56.6	2	0.00
Strongly expressed negative attitude to-wards self and low self-confidence: latent communication context	13.6	4	0,01	44.3	2	0.00	56.4	2	0.00

Summing up the obtained data it can be stated with reason that the values by scores *(Low scores, Middle scores, High scores)* provided by the respondents and socio-demographic variables (country, gender, age) are statistically significant (in all cases $p<0.05$). It is evident that such important psycho-semantic constructs as positive and negative self-appraisal depend on the respondents' age and gender as well as the context of the country with a specific culture and traditions.

Conclusions

1. Self-appraisal sets balance among influences from outside, inner state of a personality and behaviour patterns. Self-appraisal is one of the most important personality mechanisms that functions as an inner regulator of behaviour and activities.
2. Generalised results of researches by many scholars show that the main indicators of inner harmony are adequate self-appraisal, respect of self and others, positive relations with others. Self-appraisal is closely related to self-respect, self-confidence, tolerance of self and the surrounding world, personal attitudes towards values.
3. In psycho-semantics of self-appraisal directly or indirectly expressed dimensions of positive self-appraisal clearly dominate; they encompass such attributes as self-respect, self-confidence and self-tolerance which are inseparable from successful socialisation of adolescents.
4. Using the model of factor analysis two groups of statements reflecting opposite dimensions *(Strongly expressed positive attitude towards self and obvious manifestation of self-confidence* and *Strongly expressed negative attitude towards self and low self-confidence)* were set forth; they evidence two apparently opposite tendencies in self-appraisal among adolescents. Relying on meaningful grouping of the statements into identified factors and factor homogeneity in terms of the encompassed statements it can be stated that a latent structure of the concept *adolescents' self-appraisal* has been revealed.
5. The research data have rather unambiguously showed that at a positive self-appraisal concept level the respondents tend not only to attribute themselves to positively self-appraising and self-confident ones, but also feel no worse than others, i.e. positive appraisal of themselves and others is characteristic to them. Moreover, those students who claimed being strong-minded asserted their ability to defend their viewpoint and hold an argument, i.e. the study has shown that adolescents adequately appraise themselves in the context of possible situations.
6. The research results have shown that the correlation of the respondents' appraisal by scores (*Low scores, Middle scores, High scores*) of the set forth factors and socio-demographic variables (*country, gender, age*) is statistically significant in terms of all the constructs under consideration. It is understandable that such important psycho-semantic constructs as positive and negative self-appraisal depend on the respondents' age and gender as well as the context of the country with a specific culture and traditions.
7. The education systems in Lithuania, Estonia and Finland should address the issue of students' self-appraisal more seriously shifting from a traditional teacher assessment mode to students' self-assessment, appraisal of own progress and goals. The research has shown that self-assessment is one of the main preconditions of personality development.

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Jaunimo įvairiapusio savęs vertinimo nuostatų raiška Estijoje, Suomijoje ir Lietuvoje

Santrauka

Straipsnyje pristatomas Estijos, Suomijos ir Lietuvos moksleivių savęs vertinimo tyrimas. Tyrimo metodologija grindžiama skirtingomis teorinėmis koncepcijomis, kurios atspindi teigiamo ar neigiamo požiūrio į save, savigarbos, savęs toleravimo ir pasitikėjimo savimi aspektus.

Savęs pažinimas yra pagrindinė teisingo savęs vertinimo sąlyga. Humanistinės psichologijos ir pedagogikos pradininkai Maslow ir Rogers savęs pažinimą laikė svarbiausiu asmenybės brandos požymiu. Adekvatus savęs vertinimas suprantamas kaip viena svarbiausių humanistinio ugdymo tikslų.

Įsivertinimas apibrėžiamas kaip paties jaunuolio sprendimai apie daromą pažangą ir pasiekimus, remiantis savistaba, savianalize kaip dabartinių pasiekimų lyginimas su ankstesniaisiais, tolesnių veiklos tikslų ir jų siekimo strategijų numatymas. Mokinio savęs vertinimas – viena mokinių ugdymo rezultatų vertinimo kaitos prioritetinių krypčių, kai nuo vienpusiško, tik mokytojo atliekamo vertinimo pereinama prie aktyvaus mokinio dalyvavimo savo pasiekimų vertinime, t. y. mokinio įsivertinimo. Kad ateityje reikės daugiau dėmesio skirti savęs vertinimui, pabrėžia ir ugdymo rezultatų vertinimą reglamentuojantys dokumentai. Juose teigiama, kad vertinimo tikslas yra padėti mokiniui suprasti savo stipriąsias ir silpnąsias puses, įsivertinti savo ugdymosi rezultatus. Todėl mokiniai turi aktyviau dalyvauti vertinimo procese.

Tačiau dabartinėse Lietuvos, Estijos ir Suomijos šalių švietimo sistemose mokinių savęs vertinimui skiriama nedaug dėmesio, tradiciškai dominuoja pedagogų atliekamas vertinimas. Mokinių įsivertinimai vyksta epizodiškai, nėra konceptualios mokinių savęs vertinimo sistemos. Kita vertus, ir tyrimų apie mokinių savęs vertinimą šiose trijose valstybėse nėra daug. Apibendrintus tyrimų apie asmens savęs vertinimą rezultatus pateikė Popple, Leighningeris (1999), Byer (2000), Bosma ir Williams (2006), Tice (1993) ir kiti užsienio autoriai. Lietuvoje tokio pobūdžio tyrimus apibendrino Bulotaitė (1995), jaunesniųjų moksleivių savęs vertinimo ypatumus nagrinėjo Gumuliauskienė (2001).

Mokslinę tyrimo problemą galima formuluoti šiais probleminiais klausimais: a) kokios yra teorinės jaunimo savęs vertinimo prielaidos, kuriomis grindžiamos jaunimo nuostatos į savęs toleravimą, savigarbą, pasitikėjimą savimi ir kitas asmenybės savybes? b) kaip Estijos, Suomijos, Lietuvos X ir XII klasių mokiniai vertina teigiamą požiūrį į save, pasitikėjimą savimi, savigarbą, savęs toleravimą, orientaciją į bendradarbiavimą, įsitikinimus dėl tiesos ir sąžiningumo?

Tyrimo objektas – vyresniųjų mokinių savęs vertinimo aspektai: teigiamas požiūris į save, pasitikėjimas savimi, savigarba, savęs toleravimas, orientacija į bendradarbiavimą, įsitikinimai dėl tiesos ir sąžiningumo.

Tyrimo tikslas – ištirti Estijos, Suomijos, Lietuvos X ir XII klasių mokinių nuostatas į savęs vertinimo aspektus: teigiamą požiūrį į save, pasitikėjimą savimi, savigarbą, savęs toleravimą, orientaciją į bendradarbiavimą, įsitikinimus dėl tiesos ir sąžiningumo.

Siekiant diagnozuoti faktinį šiandienos paauglių gyvenimo stilių, jų kasdienio gyvenimo principus ir žmogiškuosius santykius, buvo pasirinktas kiekybinis tyrimo metodas – internetinis (angl. *on-line*) anketavimas pagal standartizuotą klausimyną. Tyrimo instrumentas sudarytas remiantis išanalizuota moksline literatūra ir mokslininkų, dalyvavusių šiame tyrime, asmenine profesine ir dalykine patirtimis.

Socialinis-demografinis kintamųjų blokas skirtas išsiaiškinti respondentų lytį, amžių, kurioje klasėje jie mokosi, kurioje šalyje gyvena, respondentų mokymosi tendencijas, gyvenamąją vietą, šeimos ekonominį statusą, respondentų mamos ir tėvo edukacinį cenzą ir pan. Socialinės-demografinės charakteristikos gali daryti įtaką respondentų nuostatoms, požiūriams į savęs vertinimą, asmeninio laiko vadybą, kompiuterių naudojimo galimybes komunikavimui ir tarpusavio santykius.

Pagrindinėje klausimyno dalyje pateikti su tyrimo problema susiję klausimai. Pastarąją dalį sudaro trys indikatorių grupės: a) laiko vadybos (matuojamas laikas, praleistas moksleivių tam tikrai kasdienei veiklai, ir veiklos dažnumas), pateikti 37 teiginiai. Jais siekiama nustatyti jaunuolių dažniausias veiklas ir pomėgius; b) visuomenės informavimo priemonių ir kompiuterių panaudojimo galimybių dalyje pateikta 10 teiginių. Šia klausimyno dalimi siekiama nustatyti dažniausiai pasitaikančias medijos ir kompiuterių naudojimo pasitenkinimo bei komunikavimo virtualioje erdvėje galimybes; c) jaunuolių supratimą, nuostatas ir santykius atspindinčius kintamuosius sudaro 42 teiginiai. Jais siekiama ištirti savęs vertinimą (teigiamas požiūris į save, savigarba, savęs toleravimas ir pasitikėjimas savimi), lankstumą ir griežtumą, orientaciją į bendradarbiavimą *vs* orientaciją į save, būtinybę veikti vienam *vs* būtinybę veikti kartu su kitais, įsitikinimus dėl tiesos, melo ir sąžiningumo, toleranciją *vs* netoleranciją.

Šiame straipsnyje pristatomas moksleivių nuostatų, atspindinčių savęs vertinimą, t. y. teigiamą ar neigiamą požiūrį į save, savigarbą, savęs toleravimą ir pasitikėjimą savimi, tyrimo rezultatai.

Tyrimo duomenims apdoroti buvo panaudota SSPS 18 (angl. ***Statistical Package for Social Sciences***) programinė įranga. Greta įprastinių aprašomųjų statistinių metodų buvo naudotas daugiamačiai statistiniai metodai – faktorinė ir koreliacinė analizės. Pasak Čekanavičiaus ir Murausko (2004), pagrindinis faktorinės analizės privalumas tas, kad ji, minimaliai prarandant informaciją, leidžia pakeisti stebimą reiškinį charakterizuojančių požymių aibę kelių faktorių rinkiniu. Šio tyrimo atveju faktorinė analizė buvo panaudota instrumento – intuityviai sudarytų latentinių kintamųjų matavimo skalių – validumui patikrinti. Faktorinė analizė, apibūdindama skalių ir faktorių psichometrinę kokybę, neparodo jų tarpusavio sąsajų. Todėl statistiniams ryšiams tarp faktorių ir tarp atskirų kintamųjų nustatyti naudotas koreliacinės analizės metodas.

Konceptualioje straipsnio dalyje atskleidžiamas savęs vertinimo teorinis kontekstas. Empiriniu lygmeniu pristatoma savęs vertinimo skalės duomenų procentinė analizė, savęs vertinimo koncepto skalės faktorinio validumo patikrinimas, kintamųjų raiška ir tarpusavio sąryšiai bei savęs vertinimo koncepto gautų faktorių ir demografinių kintamųjų priklausomybės įvertinimas.

Tyrimas parodė, kad savęs vertinimo psichosemantikoje itin vyrauja tiesiogiai arba netiesiogiai išreikštos pozityvaus savęs vertinimo dimensijos, išreiškiančios savigarbos, pasitikėjimo savimi ir savęs toleravimo savybes, kurios yra neatsiejama sėkmingos jaunuolių socializacijos dalis.