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Kovalenko A. B.,

Doctor of Psychological Science, Professor,
Head of Social Psychology Department,
Taras Shevchenko National University of Kyiv
E-mail: abk2015@ukr.net

Bezverkha K. S.,

Post-graduate student,
Social Psychology Department,
Taras Shevchenko National University of Kyiv
E-mail: kate.bezverkha@gmail.com

SOCIAL IDENTITY OF CADETS – FUTURE MILITARIES

У статті представлено результати дослідження соціальної ідентичності курсантів – майбутніх військовослужбовців. При цьому соціальна ідентичність визначається як напрям індивідуального знання про приналежність до певної соціальної групи, що має емоційне та оцінне значення для індивіда і його членства в групі. Серед структурних компонентів соціальної ідентичності провідними є Я-концепція та цінності.

Результати емпіричного дослідження свідчать про те, що у курсантів – майбутніх військовослужбовців значущою групою не є група членства, в якій їм доводиться проводити майже весь свій час, а неформальна група, в якій вони відчують себе вільним, розслабленим, мають підтримку.

Вивчення компонентів Я-концепції показує переважання в більшості досліджуваних рефлексивного Я. Це підтверджує результати вибору як значущих неформальних груп, оскільки для курсантів характерні творчі, дружні стосунки, що дають відчуття зростання та розвитку, або просто задовольняють особисті потреби.

Емпірично встановлено, що курсанти більш схильні до домінування, аніж до підпорядкування, що підтверджує висновок про відсторонення від навчальної групи як від значущої.

Курсанти – майбутні військовослужбовці високо цінують цінності здоров'я, любові, життєвої мудрості та наявності гарних і вірних друзів, а також вихованість, охайність, незалежність, відповідальність та твердість волі. Найменш притаманними для вибірки стали краса природи

та мистецтва, творчість, щастя інших, нестриманість до своїх недоліків та чужих, а також чутливість.

Ключові слова: соціальна ідентичність, Я-концепція, цінності, військово-вслужбовці, курсанти, локус-контролю.

Formulation of the problem. Interest in the study of social identity occurs more often, because the rapid changes that occur in society, associated with changes in social conditions, the structure of society itself, social roles, etc. The problem of social identity in the military is due to the fact that its formation just ends at the time when the students begin to engage in professional activities. Most often they are in such conditions, where the group is not only an important part of life, but also a place of safety, an environment that can protect.

As E. Kastano, B. Ladner and P. Slavuta point out, settings and behavior can be considered unique, but in most cases, behavior and thoughts are formed by the interactions with a group that are formed from broad and abstract groups, for example, religious or ethnic, but end in small ones, which are working groups or families [2]. Of particular importance is the membership of the military units, since most of the students live in dormitories, the conditions of study make them spend most of their time together, starting in the morning, when they have to undergo special training, and in the evening when the classes end. Therefore, being most of the time together, cadets one way or another have to perceive their group as meaningful.

Each student, getting into a group, should acquire a certain status in it. Militaries, when entering the service, must perform their duties, because the military environment has a certain social and psychological specificity, which, on the one hand, requires a strict rigid regulated framework and discipline, but, on the other hand, moves a person into a specific circle communication, where their rules, interactions and group dynamics operate [1].

Analysis of recent research and publications. H. Tejfel describes the theory of social identity as identifying a certain individual knowledge of the belonging of an individual to the social group that he identified [7]. And this knowledge, in turn, has an emotional and evaluative value for the individual and affects his membership in the group.

Studying social identity in various social groups, Y. V. Fedorova noted that social identity can be a dynamic individual and personal component, which allows an individual to feel certain, that is, to define the limits of his place in the social space, which includes the awareness of this certainty because of the experience of the constancy of Self [5]. Similarly, W. Doi examined the structure of social identity through the prism of components

of the Self-concept [6]. He believed that in the formation of self-esteem and social identity, an important role is played by the norms defined by the society in which the person grows, and these norms, in turn, are reflected in man as fixed social values, which subsequently influence social identity [4, 6].

So, for this research of social identity, it is important to check which values are important for cadets – future militaries, which Self-concept is inherent to them, and also to identify the predominance of desire for dominance or subordination.

Presenting main material. Analyzing the problem of the social identity of the students, we determined that the components that are important for its study are the Self-concept and the values. Therefore, as a methodological toolkit for research, we chose O. V. Vaskova's questionnaire of social identity (modification by A. B. Kovalenko, K. S. Bezverkha) [3], the methodology for studying the value orientations of Rokich, the Kuhn test (modification of Rumyantseva), and the scale of desire for dominance (and subordination) in the methodology of diagnosis of socio-psychological adaptation of Rogers-Diamond.

The study was attended by 25 students – future militaries of the Military Institute of Kyiv National Taras Shevchenko University, among them 17 boys and 8 girls aged from 17 to 25 years old.

So, according to the questionnaire of social identity, the students received the following average figures (Table 1).

Table 1

**Average values of indicators of social identity
of cadets – future militaries**

| | Membership satisfaction | In-group grade | Self-understanding and self-development | Grade of belonging | Cohesion | Inter-group competition | Favor of informal relations |
|----------------|-------------------------|----------------|---|--------------------|----------|-------------------------|-----------------------------|
| Average values | 36,32 | 15,36 | 31,24 | 19,68▲ | 18,00 | 15,32 | 29,76▲ |

The overall level of social identity = 165,68
N=25; ▲ – high level; ▼ – low level

Consequently, according to the data presented in Table 1, we see that cadets have predominantly average scores on all scales, including the actual level of social identity, in addition to the scales for «grade of belonging» (high level) and «favor of informal relationships» (high level). That is, cadets very much appreciate their belonging to this particular group, and one can also speak of the strong influence of informal relationships on the perception of oneself as a member of a group.

In order to check which groups were considered significant for themselves, we coded each individual group, named them and used frequency analysis. It should be noted that cadets were free to choose a significant group, since they did not foresee the establishment of a framework that would make them prefer to their own studying group.

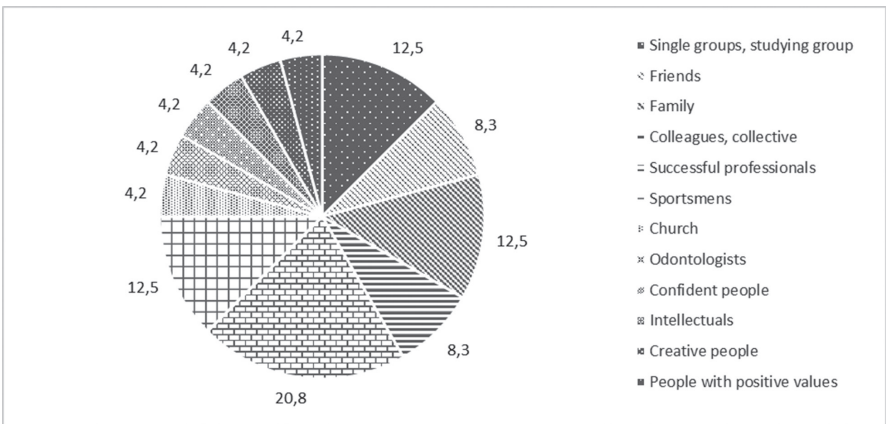


Fig. 1. Significant groups of respondents (%)

Figure 1 shows that cadets were mostly chosen as a significant group of successful professionals, group members, family and sportsmens. It should be noted that 20 % of the researched did not indicate any group at all as significant.

Choosing a significant group of successful professionals, group members, sportsmens and family, the students positively evaluated their belonging to them, as well as the importance of these informal relationships for themselves. By the Kruskal–Wallis test, we checked that there was no statistically significant difference between the frequency of selecting different groups ($p \geq 0.05$). On the basis of this we can conclude that the students tend to highly appreciate the importance of belonging to informal groups for themselves.

However, cadets have to spend most of their time in the studying group. Therefore, choosing a different group, mostly informal, not educational, they thus evaluate it higher through the promotion of informal relationships. This can be judged as a certain negativist reaction and opposition of the informal group to the formal membership group: on the one hand there is a group with rigid, regulated requirements, discipline, certainty of ties, lack of conditions for friendly relations, and on the other – an informal group chosen independently, which allows you to be free, relaxed, feel friendly support and help, as well as spend free time at your discretion.

Such an explanation can be confirmed by the results of the study of components of the Self-concept (Table 2):

Table 2

Self-concept of cadets – future militaries (in %)

| Identity components | | |
|---------------------|-----------------|--------------|
| Social Self | Reflective Self | Problem Self |
| 23,08 | 65,38 | 11,54 |

The data in Table 2 testify to the significant predominance of reflective Self in the structure of the Self-concept of cadets. In accordance with the definition of the author of the method, the predominance of reflective Self testifies to the fact that human is dominated by personal identity, global and existential Self, in contrast to social Self, which involves focusing on a particular social role, belonging to a group, ethno-religious identity, etc.

The use of Custom tables makes it possible to see that students with a social Self chose more often as a significant group of classmates, friends, family and colleagues, that is, those groups that are more relevant to social concrete relationships (close relationships), but with reflective Self have chosen more often a group of successful professionals and sportsmen, as well as other groups of self-confident people, intellectuals and artists who have positive values.

It should be noted that those who studied with the problem Self (that is, those people who noted that they could not say anything about themselves or answered «I am nothing»), often chose a church as a significant group or did not give any answer to the question.

The results obtained indicate that for this sample, the creative, friendly relations that give a sense of growth and development, or simply satisfy certain personal needs, are more and more characteristic of the given sample. These groups are by no means characterized as rigorous and rigid, which are

inherent in studying militaries groups, which require unconditional discipline and complete subordination.

According to the results of the methodology of the socio-psychological adaptation of Rogers-Diamond (scale of «desire for dominance»), it is determined that the respondents are more characterized by a tendency to domination (the middle mark characterizes the middle and high levels), and subordination is of medium importance. This suggests that the researched are more prone to domination than subjection.

Using the method of value orientations of Rokich and the method of frequency tables, dominant terminal and instrumental values, which are characteristic of the researchers, were studied. We found that cadets tend to put health first in places among the terminal values, on the second – love, and the third place was shared by vital wisdom, love and the presence of good and loyal friends. At the same time, in the last places the subjects set values such as the beauty of nature, creativity and happiness of others.

Among the instrumental values in the first place, the subjects were educated, neat, independent and responsible. Next pointed to the hardness of will. The last places were intrusted to their own and other's disadvantages, sensitivity. Beyond the attention remained values diligence, tolerance and rationalism.

In general, we can say that for the sample of students the values of health, love, wisdom of life, and the presence of good and loyal friends are characteristic, as well as manners, neatness, independence, responsibility, and hardness of will. The least valuable for the sample are the beauty of nature and art, creativity, happiness of others, as well as sensitivity.

Conclusion. Based on the results of the empirical study, it was found that cadets – future militaries – is not a member of a significant group, in which they have to spend almost all their time. When choosing a different, mostly informal group, rather than an educational one, they demonstrate a high importance for themselves of the informal relationships that allow them to be free, relaxed, feel support, and show a negative reaction to their own formal membership group due to its rigidity, discipline.

The study of the components of the Self-concept shows a predominance in most of the studied reflective Self. This confirms the results of the choice of meaningful informal groups, since cadets are characterized by creative, friendly relationships that give a sense of growth and development, or simply meet personal needs.

It is empirically determined that the students are more inclined to dominate than subordinate, which again confirms the conclusion about the removal from the study group as meaningful.

Cadets – future militaries highly value the values of health, love, life wisdom and the presence of beautiful and loyal friends, as well as manners, cleanliness, independence, responsibility, and hardness of will. The least characteristic of the sample was the beauty of nature and art, creativity, the happiness of others, indifference to their disadvantages and strangers, as well as sensitivity.

Given that this study was conducted on cadets, therefore, they may not have had time to feel the value of discipline and the importance of the team to perform combat missions in the course of their professional activities. Therefore, the prospects for further research are the study of the dynamics of social identity among cadets during the training and in the conditions of professional activity.

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A b s t r a c t

Kovalenko A. B.,

Doctor of Psychological Science, Professor,
Head of Social Psychology Department,
Taras Shevchenko National University of Kyiv
E-mail: abk2015@ukr.net

Bezverkha K. S.,

Post-graduate student,
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Taras Shevchenko National University of Kyiv
E-mail: kate.bezverkha@gmail.com

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The article presents the results of research on the social identity of cadets – future militaries. In this case, social identity is defined as the direction of individual knowledge on belonging to a particular social group that has an emotional and appraised value for an individual and his/her membership in the group. Self-concepts and values are the leading structural components of social identity.

The results of the empirical study indicate that a significant group for the cadets – future militaries is not their membership group, with which they have to spend almost all their time, but an informal group where they feel free, relaxed, and supportive.

The study of the Self-concept components shows a predominance of reflective Self at the most respondents. This confirms the results of the choice of informal groups as significant ones, where cadets have creative, friendly relationships that give them a sense of growth and development, or where they simply meet their personal needs.

It is empirically determined that the students are more inclined to domination than subordination, which confirms the conclusion that their study group is not the significant one.

Cadets – future militaries highly value the health, love, life wisdom and existence of good and loyal friends, as well as politeness, cleanliness, independence, responsibility, and firmness of will. The sample value the least the beauty of nature and art, creativity, the happiness of others, indifference to their and strangers' negative qualities, as well as sensitivity.

Key words: *social identity, Self-concept, values, militaries, cadets, locus of control.*

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