

RESPONSIBILITY OF PERSONALITY AS A FACTOR OF SUCCESSFUL IMPLEMENTATION OF ACTIVITY

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Summary: *The publication examines the role of responsibility in the successful implementation of activity. Responsibility is analyzed from the perspective of a systemic paradigm in the context of a dispositional concept of personality and individuality characteristics of A.I. Krupnov. A certain relationship between the level of manifestation of responsibility and effectiveness of activity is shown. The study involved three groups of respondents performing different types of activities. Students revealed the level of formation of personal responsibility and success in educational activities. The same was assessed among graduate students in carrying out research activities and court staff in carrying out their professional duties.*

In the study of responsibility as personality traits an expert assessment and a liability judgment test developed by A.I. Krupnov were used. As experts for students acted instructors, for graduate students - supervisors and instructors, for court staff - administrative staff and colleagues. The experts assessed in questionnaires on a five-point scale for the manifestation of responsibility in different situations were related to educational, research and professional activities. The liability judgment test is a standardized technique that meets the requirements of reliability and validity. To determine the success index in the performance of respondents' activities, an expert assessment, content analysis and analysis of the products of activities were also used. When processing empirical material, quantitative analysis was applied using methods of mathematical and statistical data processing and qualitative analysis.

The results showed that in all three groups of respondents there is a correlation between the level of development of responsibility and the quality of performance of activity. The higher the level of manifestation of responsibility, the greater the success recorded in educational activities among students, the more qualitatively the scientific research is carried out among graduate students and the higher indicators in professional activity are revealed among court employees. At the same time, respondents with a high level of responsibility and success in their activity recorded a higher level of anxiety. This fact indicates that these respondents may be at risk for the development of emotional burnout.

This work can be the basis for conducting deeper longitudinal studies on the problem of the relationship and the deployment in time of these phenomena in different professional groups.

Keywords: responsibility, personality, activity, productivity, variables, property, respondents, characteristics.

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Introduction

Responsibility as a phenomenon is of interest to a number of scientific branches: philosophy, psychology, pedagogy, sociology, ethics, political science, law and others. The history of the study of this phenomenon has a fairly long period, starting from ancient times. Perhaps all business, political, professional and personal relations between people were considered through the prism of this phenomenon.

Researches on the problem of responsibility are widely represented both in Russian and foreign science. Most often, representatives of existential and humanistic psychology addressed this problem. One of the founders of the existential theory J.P. Sartre showed in his works the essence of responsibility in the context of his own being, where a person is the author of his fate and, accordingly, he is responsible for everything that happens to him, for all his achievements and failures (Sartre, 1989). From the perspective of existentialists, a person is responsible for his own life and this fills it with a certain meaning. By the way, Sartre did not agree with the position of Z. Freud regarding the unconscious as the main source of human motivation, depriving him of responsibility and choice of freedom.

In his turn, E. Fromm showed in his well-known work that man, on the one hand, seeks to gain freedom, and on the other hand, to get rid of it, since it is burdened with responsibility that falls on a person, causing him a feeling of fear and loneliness.

Thoughts of responsibility, although hidden, can be seen in the famous work of W. Frankl in search of the meaning of life. The key aspect of this work is the idea that a person is responsible for his own life and its meaning, which manifests itself in the realization of a person's intentions throughout his entire conscious life (Frankl, 2001).

In modern foreign studies, this problem is considered mainly in the context of subjectivity and from the standpoint of self-realization of the personality. Perhaps the largest amount of research relates to the educational activities and school practices of students. In the works of Russian scientists, this issue has also been widely discussed over a long period of time. At present, works performed in the context of a systemic paradigm are widely known in psychological research. So, in the doctoral dissertation L.I. Dementiy "Responsibility of the individual as a property of the subject of life", a typology of responsibility is highlighted and a detailed description of the identified types of responsibility is given (Dementiy, 2001). In the dissertation of V.P. Pryadein, "Comprehensive study of responsibility as a systemic quality of personality" analyzes the systemic nature of this psychological education (Pryadein, 1999). Based on the methodology of system analysis, the author considers responsibility as a comprehensive formation that includes a system of individual and personality traits, which, on the one hand, are the determinants of the manifestation of this property, and on the other are markers of the success of this quality. In the doctoral dissertation S.V. Bykova "Socio-psychological regulation of personal responsibility", the role of social predictors in the manifestation of this property is proved. According to the author, the main regulators of the manifestation of this formation are self-attitude, subjective control, self-disclosure, self-expression and self-affirmation (Bykov, 2006). Apparently, the author's conclusions are not convincing enough if we consider this phenomenon from the perspective of a systematic approach.

In recent years, interest in this problem has increased slightly. Responsibility is considered from the standpoint of stylistic characteristics (Guseva, 2000). It is studied in the professional activities of teachers, emphasising typology (Kurenkov, 1995). It is analyzed among teachers with burnout syndrome, which proves the thesis that a high level of responsibility is a prerequisite for the development of this syndrome (Kudinov, Sedova, 2016). Responsibility is also considered in other aspects, for example, its role in the manifestation of civil patriotism is studied (Kudinov, Gavrilushkin, 2018), and the issues of responsibility in various professional groups are analyzed: teachers, doctors, lawyers, etc.

Research methodology

In the context of this study, the theoretical and methodological basis is based on the systemic and subjective-activity approaches, as well as the multidimensional functional concept of personality and individuality characteristics A.I. Krupnov (Krupnov, 1994). In the context of this concept, responsibility will rise as a systemic personality trait, determined by instrumental-style and motivational-semantic parameters that manifest themselves in different fields of activity and determine the level of manifestation of responsibility. As instrumental and stylistic characteristics are dynamic, emotional and regulatory, due to a greater extent to the neurodynamic and temperamental characteristics of the individual. The motivational-semantic ones are: cognitive, motivational and reflective components, dependent in their development on the social environment, the system of training and education.

An empirical study was carried out on the basis of the Peoples' Friendship University of Russia, the Meshchansky Court. The study was attended by students of 2-3 courses of RUDN University in the amount of 67 people, postgraduate students of 2-3 courses 44 people and court employees 42 people aged 24-30 years. A total of 153 respondents aged 19 to 30 years participated in the study. The sample is presented in equal proportions by gender.

For the study of responsibility blank responsibility test of A.I.Krupnov and expert assessment was used. Achievement of success in different areas of respondents' activity was assessed using expert judgment, content analysis, and a personal portfolio of subjects. As an additional methodology, the Spilberger-Hanin anxiety level assessment test was used.

Research results and discussion

At the first stage of the empirical study, features of the manifestation of responsibility were identified among respondents performing various types of activities. During the statistical processing of data in each professional group to simplify further analysis of the data two subgroups of respondents with high and low indicators of responsibility were identified. High and low levels of responsibility were distinguished by calculating the average indicators for harmonic and non-harmonic variables of responsibility. With the dominance of the total indicator of harmonic components over the non-harmonic more than two times was diagnosed a high level of responsibility, with the dominance of non-harmonic indicators a low level of responsibility was observed. The following characteristics were taken into account as harmonic variables: ergism (the intensity of the desire to manifest this property), stenicity (a positive attitude towards success), internality (the severity of internal self-control and self-regulation during the manifestation of the property), meaningfulness (the degree of awareness of the importance and necessity of responsible behavior, as well as the variability of the demonstration of such behavior), the motivation and effectiveness of responsible behavior. Non-harmonic characteristics include asthenicity (negative emotions in the manifestation of responsible behavior), aergism (weak activity in the manifestation of responsibility, inertness, passivity), externality (the dominance of external self-control and self-regulation, manifestation of responsibility is dependent on other people and circumstances), awareness (lack of knowledge in positioning responsible behavior in society), as well as difficulties in realizing properties.

As an additional tool for the diagnosis of responsibility, an expert assessment was used. For students, the experts were teachers, for graduate students - supervisors and teachers, and for court employees - their direct supervisors. In the expert sheets, it was necessary to evaluate each subject according to the five-point system in three positions: responsibility is constantly manifested; responsibility appears situationally depending on external motivation; responsibility appears occasionally.

The data on the two methods revealed respondents with high, medium, and low levels of responsibility table 1. To identify contrasting differences, respondents with an average level of responsibility did not participate in a further study. After processing the primary material and exclusion from the sample of respondents with average indicators of responsibility, the subjects were distributed in approximately equal proportions between high and low levels of responsibility.

Table 1. **A quantitative indicator of the degree of responsibility among respondents with different types of activities** N =83

| Levels of responsibility | Students | Graduate students | Court staff |
|--------------------------|----------|-------------------|-------------|
| High | 16 | 18 | 15 |
| Low | 13 | 10 | 11 |

With further statistical processing of the obtained results, Student's T-test was carried out for average values of indicators of responsibility among respondents with a high and low level of manifestation of this property. The results of the analysis showed statistically significant differences for all groups of respondents between high and low levels of responsibility at the level of $P < 0.05$ and higher.

At the next stage of the study, using expert assessment, content analysis and portfolio analysis (personal achievements), the levels of respondents' success in the performed activities were identified. Students with a high level of responsibility, experts noted in educational activity expressed motivation, lack of unexcused absence, the strict implementation of all educational tasks at the appointed time. Interest in the educational process, participation in scientific events, discipline. An analysis of the records and grade books showed a high academic performance of students, for all exams and tests the average score is 84. For students with low indicators of responsibility, experts noted a weak motivation for theoretical and practical courses, frequent absenteeism for no good reason, some students have periodic arrears in courses, untimely delivery of completed home, creative and individual tasks, as well as poor quality of their implementation. The average score for all disciplines is 67.

The results of the correlation analysis showed a direct correlation at a statistically significant level between successful learning activities and such indicators of a high level of responsibility as sociocentric and egocentric motivation ($p = 0.04$), meaningfulness ($p = 0.04$), and subject-communicative productivity ($p = 0.03$) and negative relationships were found with aegism ($p = 0.02$) and asthenicity ($p = 0.04$). The opposite correlation constellation was recorded in students with a low level of responsibility, where educational activity was positively statistically significantly correlated with asthenicity ($p = 0.05$), externality ($p = 0.04$), subject-communicative productivity ($p = 0.01$) and negative with meaningfulness ($p = 0.02$). The revealed correlation dependences show certain patterns in which a high level of responsibility can predict the success of educational activities, while a low level of responsibility is a deterrent to the success of this process. For students with high educational success, the structure of responsibility is dominated by pronounced aspirations for the manifestation of this property, marked clearly expressed motivation, thoughtfulness of responsible behavior and effectiveness. Students with poor quality of educational activity have poor motivation, responsible behavior is characterized by passivity, unwillingness to assume obligations, etc.

Among graduate students with high indicators of responsibility, experts noted hard work, expressed motivation, perseverance and openness. These respondents devote a lot of time to research work, constantly work with scientific literature, participate in all possible scientific events, prepare and speak at conferences, constantly take active part in scientific and methodological seminars, and during postgraduate studies take additional professional courses to enhance professionalism and retraining courses. They submit scientific works and tests in the disciplines on time at a qualitative level. In their second year of study, they have up to ten or more publications, including in peer-reviewed scientific journals in international databases. As a rule, dissertations are prepared at a high scientific level and defended on time. Graduate students with low levels of responsibility constantly break individual work plans. They do not cope with the load, do not have time to complete the curriculum. They are characterized by a low level of participation in scientific events. Often have arrears in the curriculum disciplines. Low quality of publication activity. By the second year, they cannot sometimes publish even one article in the conference proceedings. They refuse to conduct seminars on their own. As a result, either with great difficulties and the help of a supervisor, they come to the defense, or they cannot write dissertations and finish graduate school without defending a dissertation.

A correlation analysis of scientific activity and responsibility characteristics in respondents with different levels of manifestation of this property showed that for responsible graduate students, activity is positively associated with such property variables as: the internal locus of control ($p = 0.02$), personal and subject-communicative performance ($p = 0.01$), stenicity ($p = 0.03$), meaningfulness ($p = 0.02$) and egocentric motivation ($p = 0.01$). Graduate students with a low level of responsibility have a direct connection between research activity and asthenicity ($p = 0.05$), externality ($p = 0.02$), egocentric motivation ($p = 0.05$), and the opposite - with ergism ($p = 0.04$), internality ($p = 0.05$). The established relationships indicate a specific relationship between the results of research activities and the levels of manifestation of responsibility of graduate students: the more responsible the graduate students, the more successfully their research activities are carried out.

A fairly similar pattern about the dependence of activities and levels of responsibility was obtained in the sample of respondents performing professional activities. The results of an expert assessment of the professional activities of the court's employees showed that employees with a high level of responsibility are characterized by discipline, impeccable performance of their duties, delicacy in communication with visitors, fulfillment of deadlines and proper quality of service assignments. Respondents with low indicators of responsibility are characterized by periodic lateness to work, contravention of labor discipline, untimely and poor-quality fulfillment of certain instructions of senior managers, carelessness in the execution of cases, frequent fatigue, and restraint in communicating with visitors.

The results of the correlation analysis showed direct and inverse relationships of professional activity with separate responsibility variables in respondents with a high and low level of manifestation of this property. So for respondents with a pronounced responsibility, the success of professional activity is positively correlated with socially significant goals ($p = 0.01$), meaningfulness ($p = 0.04$), socially oriented motivation ($p = 0.03$), subject-communicative and subjective personal productivity ($p = 0.05$) and negatively with asthenicity ($p = 0.05$). For employees with low indicators of responsibility, professional activity positively correlates with subjective and personal productivity ($p = 0.04$), egocentric motivation ($p = 0.05$), externality ($p = 0.03$) and negatively with ergism ($p = 0.02$). The obtained correlation dependences indicate stable links between the success of professional activities and the indicators of responsibility of court employees.

The results obtained allow us to conclude that responsibility as a basic property of an individual affects the quality of performance of an activity. The higher the level of awareness and manifestation of responsible behavior, the better the activity.

At the last stage, indicators were analyzed by the anxiety technique. According to the data of respondents in all three groups with a high level of responsibility and high-quality performance indicators, a high level and higher than average personal anxiety was recorded in 39% of cases and 44% medium-high level of situational anxiety. At the same time, among respondents with low indicators of responsibility and performed activities, a medium-high level of personal anxiety was noted only in 19% of cases, and situational anxiety was 26%. Apparently, the more respondents are concerned about the quality performance of the activity and, accordingly, the manifestation of responsibility, the more they are subject to the development of anxiety symptoms, which under aggravating conditions can provoke the development of professional burnout and deformities. In this way, the pilot study conducted revealed some patterns, manifestations of responsibility and the success of the activity. For students, as the data shows, the success of educational activities is more associated with such characteristics of responsibility as motivation, meaningfulness, subject-communicative productivity and the intensity of responsibility. It can be assumed that these variables are universal determinants for the manifestation of responsibility in educational activities, ensuring the achievement of success of the latter. For graduate students, the success of the activity is due to such characteristics of responsibility as the internal locus of control, personal and subject-communicative effectiveness, stenicism, meaningfulness, and egocentric motivation. At the same time, the success of the professional activities of court employees is determined by the socially significant goals of responsibility, meaningfulness, sociocentric motivation and the high effectiveness of responsible behavior.

So, the study showed that responsibility as a personality trait is an essential prerequisite for the success of various activities. For different types of activities in the structure of responsibility, the system-forming components are the cognitive meaningfulness of the manifestation of the property, the wide motivation of inducements and the focus on effectiveness. At the same time, a pronounced level of manifestation of responsibility can become a prerequisite for the manifestation of anxiety of an individual.

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ОТВЕТСТВЕННОСТЬ ЛИЧНОСТИ КАК ФАКТОР УСПЕШНОСТИ ВЫПОЛНЕНИЯ ДЕЯТЕЛЬНОСТИ

Аннотация: В публикации рассматривается роль ответственности в успешности выполнения деятельности. Ответственность анализируется с позиций системной парадигмы в контексте диспозиционной концепции свойств личности и индивидуальности А.И. Крупнова. Показана определенная зависимость между уровнем проявления ответственности и результативностью деятельности. В исследовании приняли участие три группы респондентов выполняющие разные виды деятельности. У студентов выявлялся уровень сформированности личностной ответственности и успешность в учебной деятельности. Также самое оценивалось у аспирантов при выполнении научно-исследовательской деятельности и сотрудников суда при выполнении ими своих профессиональных обязанностей.

При исследовании ответственности как свойства личности использовались экспертная оценка и тест суждений ответственности разработанный А.И. Крупновым. В качестве экспертов у студентов выступили преподаватели, у аспирантов научные руководители и преподаватели, у сотрудников суда административные работники и коллеги. Эксперты оценивали в анкетах по пятибалльной шкале проявления ответственности в разных ситуациях связанных с учебной, научно-исследовательской и профессиональной деятельностью. Тест суждений ответственности является стандартизированной методикой, отвечающей требованиям надежности и валидности. Для определения индекса успешности в выполнении деятельности респондентов, также использовалась экспертная оценка, контент анализ и анализ продуктов деятельности. При обработке эмпирического материала применялся количественный анализ с применением методов математико-статистической обработки данных и качественный анализ.

Результаты исследования показали, что во всех трех группах респондентов существует зависимость между уровнем сформированности ответственности и качеством выполнения деятельности. Чем выше уровень проявления ответственности, тем больший успех зарегистрирован в учебной деятельности у студентов, тем более качественнее выполняется научное исследование у аспирантов и более высокие показатели в профессиональной деятельности выявлены у работников суда. В тоже время, у респондентов с высоким уровнем ответственности и успешностью деятельности зафиксирован более высокий уровень тревожности. Данный факт свидетельствует о том, что эти респонденты могут входить в группу риска по развитию эмоционального выгорания.

Данная работа может являться основой для проведения более глубоких лонгитюдных исследований по проблеме взаимосвязи и развертывании во времени этих феноменов в разных профессиональных группах.

Ключевые слова: ответственность, личность, деятельность, продуктивность, переменные, свойство, респонденты, характеристики.