Psychometric characteristics of the procedure aimed to study capacity for professional self-development of a journalist

Lyutsiya Alfatovna Zakirzyanova

Institute of Social and Humanis Knowledges, Profsouyznaya street, 13/16 , Kazan, 420111, Russia

Abstract. The article provides the factors and criteria that determine the professional model of a journalist. The procedure aimed to study the capacity for professional self-development of a journalist is proposed and psychometric assessment of procedure criteria – reliability and validity – is given. Correlations of a number of journalistic activity efficiency criteria with qualities of personal self-actualization were determined on the basis of empirical research.

Introduction

There are quite a number of studies on the psychological aspects of personal development of specialists in modern Russian psychology. The term "professionalization" as well as professionalization stages discrimination and subject matter are sufficiently developed in studies of V.A. Bodrov [1], E.A. Klimov [2] and others. The studies, conducted over the last 20 years, show that personality characteristics are associated with a wide range of professional behaviour parameters, such as job satisfaction, profession choice, job interest, performance motivation, efficiency, and successful job execution [3, 4, 5]. For example, M. Barrick, M. Mount [5], and J. Salgado [6] found out that work ethics – the expression of purpose, responsibility and perseverance - is a reliable predictor of professionalism for members of any profession. The works of Russian psychologists V.A. Bodrov [1], A.A. Derkach [7] and others helped to determine the connections of personal and professional characteristics which were regarded as the optimization of professional training and conditions of carrying out successful professional activity, as a basis for formation of the professionally important personal qualities of self-actualization and self-realization, as an opportunity for professional development.

Journalism is a special profession. It is at the confluence of collective and individual interaction: it reflects public conscience and, at the same time, contributes to its formation. Therefore, this subject is studied in a broad philosophical context. According to L.F. Bayanova [8], the psychology of an individual's interaction with the world is his/her interaction with the culture where a person not only perceives, but also creates it. The theorists of journalism (E.S. Doroschuk [9] and others) developed the professional and creative models of journalistic activity, where they determined the particular qualities of journalists' creative process, analyzed the self-management process in modern journalism and specifics of professional ethics of a journalist. In their works, Y.V. Andreyeva [10], G. Collier [11], M.V. Simkachiova [12] and others search and describe journalists' personal characteristics which enable them to be successful in their professional activity.

Despite the fact that all the listed works have contributed to the study of the journalistic professionalization problem, the research in this field is still in its infancy. The further research within the scope of the subject, in our opinion, involves studying the capacity for professional self-development of a journalist, which assumes the necessity of psychological instruments for diagnostics of capacity for professional self-development and blockages that inhibit this development.

In our previous works on the basis of empirical material we identified five factors in the professional model of a journalist by means of factor analysis. They are "Humaneness", "Professional attitude", "Flexibility", "Self-direction of behaviour", "Communicative competence". Each factor contains professionally important qualities of a specialist that guarantee the efficiency of professional journalistic activity. These factors were taken into account in the process of designing the procedure aimed to study the professional behaviour of a journalist. The construction of a new instrument is associated with growing interest in psychological support of

professional development and self-development of a journalist in journalistic psychology, pedagogy and journalism.

Procedure construction

The procedure is based on the Dave Francis and Mike Woodcock's *Blockage Survey (Self)* questionnaire [13] used to study the main types of blockages in management activity of a leader. We changed its content taking the professional portrait of the journalist's personality and specific character of his/her activity into account.

Within the constructed procedure we have discriminated 8 scales which can be regarded as psychological criteria of efficiency of journalistic activity:

- competent self-management;
- values;
- sense of purpose;
- continuing self-development;
- good problem-solving skills;
- creative approach;
- communicative competence;
- understanding of the specifics of journalistic activity.

For his/her professional and personal development a journalist needs to explore and overcome blockages which inhibit success and personal self-development. This procedure allows to assess 8 potential blockages of journalistic activity. The blockages have the following definitions:

Incompetent self-management: inability of a journalist to deal with stress, use time, energy and talents effectively; maintain health and working capacity.

Vague (inconsistent) values: lack of a clear understanding of his/her personal values; inconsistency of personal and professional values.

Unclear goals: lack of the clarity over the goals in his/her personal or professional spheres; goals that are incompatible with conditions of modern life and work.

Stopped self-development: lack of readiness and open-mindedness towards new events and opportunities, lack of desire to "move forward".

Poor problem-solving skill: lack of the strategy necessary for decision-making, as well as the ability to solve problems independently and take the responsibility for a situation and his/her own behaviour.

Low creativity: lack of capacities to generate new ideas; inability to use new ideas, rigidity and conservatism.

Poor communicative competence: lack of the skills to forge relationships, leadership inability, inability to measure, interpret and predict interpersonal developments. A journalist in this case can't listen carefully, persuade, and reach a settlement of differences.

Poor understanding of the specifics of journalistic activity: lack of knowledge of journalism basics, particular influence methods and techniques, low level of professional expertise.

The questionnaire consists of 80 statements; a respondent should agree ("+") or disagree ("–") with them. The questionnaire is also supplemented by the guideline. The survey sample consisted of third- and fourth-year students at the age of 20-21 studying journalism at Kazan Federal University, the total number of survey participants is 50 people, and journalists (media personnel of the Republic of Tatarstan) with no less than three years' work experience – 50 people. The total number of subjects was 100 people. As a result of statistical methods, normal distributions of the values of skewness and excess kurtosis were derived in the studied sample of subjects. The comparison of the mean values using Student's t-test and correlation analysis were also used as a part of statistical data analysis.

Procedure's reliability estimate

Reliability of the procedure was assessed by means of estimating internal consistency, retesting and by the split-half method. Thus, to study test–retest reliability the questionnaire was administered to the subjects twice with the measurement interval of about three months. The R coefficient was 0.95 at significance level $p \leq 0.001$, which suggests satisfactory test–retest reliability of the procedure (table 1).

Table 1. Reliability coefficient of the procedure's scales

Questionnaire scales	Test–retest reliability coefficient, R	Internal consistency coefficient, α
A Competent self-management	0.97	0.85
B Values	0.87	0.93
C Clear goals	0.87	0.93
D Continuing self-development	0.85	0.85
E Problem-solving skills	0.57	0.84
F Creative approach	0.90	0.85
G Communicative competence	0.93	0.92
H Knowledge of the journalistic profession specifics	0.79	0.88

Internal consistency was measured with Cronbach's alpha. We measured the coefficient of

internal consistency for each scale (the number of items in each scale was equal to 10) and the whole procedure. The standardized Cronbach's alpha for the procedure was α = 0.86, which suggests its reliability. The further psychometric operations to determine reliability involved estimation of the correlation of the first and the second halves of the test. The coefficient R = 0.73 at significance level $p \leq 0.01$.

Procedure's validity estimate

Validity of the procedure was assessed on a number of positions: measuring of content validity and construct (assumed) validity.

The content validity of the procedure was measured using the expert evaluation method. Each of the procedure's questions was analyzed by an expert panel consisting of professors of the psychology department in the Institute of Pedagogy and Psychology and the faculty of journalism at Kazan Federal University. The panellists were proposed to evaluate the statements of the procedure as regards correspondence to the concept, comprehensibility, social desirability. Several original statements were edited following experts' recommendations. Experts' opinion served as a basis for the decision-making about satisfactory content validity of the procedure.

Assumed validity was evaluated by calculating correlation coefficient of procedure's scales with scales of the self-actualization test (SAT [14]) that enables to diagnose development degree of various aspects for self-actualizing personality. Due to the fact that the SAT procedure contains the scales measuring corresponding characteristics, we suggested the hypothesis about possible positive correlation with the scales of the constructed procedure.

As a matter of record it can be inferred that scale "Competent self-management" has a positive correlation with the scales "Support" ($p \leq 0.01$), "Sensitivity" ($p \leq 0.05$), "Self-esteem" ($p \leq 0.01$), "Self-acceptance" ($p \leq 0.01$), "Acceptance of aggression" ($p \leq 0.05$), "Sociability" ($p \leq 0.05$) and summarized value of self-actualization ($p \leq 0.01$).

Scales "Clear values" and "Continuing self-development" correlate with the scale "Acceptance of aggression" ($p \leq 0.05$). The importance of such parameter as the capacity to accept manifestations of the destructive side of his/her personality allows characterizing a person as capable of accepting his/her irritation, anger, and aggression as a natural expression of human nature, which is an important characteristic of personal self-actualization and self-development.

Scale "Problem-solving skill" correlates with the scales "Support" ($p \leq 0.05$), "Value system" ($p \leq 0.05$), "Sensitivity" ($p \leq 0.05$), "Self-esteem" ($p \leq 0.01$), "Acceptance of aggression" ($p \leq 0.05$), "Sociability" ($p \leq 0.01$), and the summarized value of self-actualization ($p \leq 0.05$).

Scale "Creative approach" has positive correlations with values of the scales "Value system" ($p \leq 0.05$), "Acceptance of aggression" ($p \leq 0.05$), "Sociability" ($p \leq 0.01$). At the same time scale "Communicative competence" has a positive correlation with the summarized value of self-actualization ($p \leq 0.05$), and also with such scales as "Support" ($p \leq 0.05$), "Value system" ($p \leq 0.05$), "Spontaneity" ($p \leq 0.05$), "Self-esteem" ($p \leq 0.01$), "Sociability" ($p \leq 0.01$). And the scale "Understanding of the specifics of journalistic activity" correlates positively with scales "Acceptance of aggression" ($p \leq 0.05$) and "Self-acceptance" ($p \leq 0.05$).

Therefore, the scales of the constructed procedure formed a number of inter-test connections with the scales of the reliable and valid SAT procedure that is used widely in psychological practice. It brings us to the conclusion that the proposed procedure can be used in journalistic psychology as a reliable and valid test tool.

In the course of this study the result of comparison of procedure's scales intensity among professional journalists and students studying journalism was obtained by means of statistical comparison of values using Student's t-test for independent samples. The found significant differences (at significance level $p \leq 0.01$, $p \leq 0.001$) are shown in the table 2.

Table 2. Statistical comparison of values using Student's t-test in journalists and students

Characteristic	Mean values for scales		Actual value of t-test
	Group "Students"	Group "Journalists"	
Competent self-management	5.1	6.69	4.3 (***)
Continuing self-development	6.64	7.88	2.8 (**)
Good problem-solving skills	5.68	7.23	3.4 (**)
Knowledge of the journalistic profession specifics	6.5	7.81	3.4 (**)

Note: t – the actual value of t-test; (***) – designation of values for which significant differences at significance level p≤0.001 were found; (**) – designation of values for which significant differences at significance level p≤0.01were found.

The results of statistical comparison of mean values for personal scales among journalists and students studying journalism showed significant differences in several efficiency criteria of journalistic activity. We see that such characteristics as competent self-management, continuing self-development, good problem-solving skills, and knowledge of the journalistic profession specifics are more expressed among journalists. One can suggest that blockages in professional development for students are incompetent self-management, low level of professional expertise, poor skills of independent solving professional problems and difficult situations, and also lack of desire to develop. No significant differences were found at this stage of the study for the rest of scales.

Thus, psychometric evaluation of the procedure showed its reliability and validity. The scope of procedure application is connected with the prospect of its use for assessing professional and personal self-improvement by journalists and students studying journalism.

Corresponding Author:
Dr.Zakirzyanova Lyutsiya Alfatovna
Institute of Social and Humanis Knowledges
Profsouyznaya street, 13/16 , Kazan, 420111, Russia

References
1. Bodrov, V.A., 1991. Psychological study of personal professionalization. Psychological studies of the problem of professional identity formation. The collection of research papers. Moscow: The Institute of Psychology of USSR Academy of Sciences, 3-26.
2. Klimov, E.A., 2005. Psychology of professional identity. The study guide for students of pedagogic higher education institutes. Moscow: Aku, pp: 304.
3. Furnham, A., 1997. The psychology of behavior at work. Hove: Psychology press.
4. Raymark, P., M. Schmidt and R. Guion, 1997. Identifying potentially useful personality constructs for employee selection. Personnel Psychology, 50: 720-36.
5. Barrick, M. and M. Mount, 1991. The Big Five personality dimensions and job performance: a metaanalysis. Personnel Psychology, 44: 1-26.
6. Salgado, J., 1997. The five-factor model of personality and job performance in the EC. Journal of Applied Psychology, 82: 30-43.
7. Derkach, A.A., 2006. Acmeological culture of personality: content, common factors, development mechanisms. Moscow: MPSI, pp: 496.
8. Bayanova, L.F., 2009. The dialectical psychology of M.M. Rubinstein. Psikhologicheskii Zhurnal, 30 (6): 103-109.
9. Doroschuk, E.S., 2013. Future journalist's vocational mobility supporting system: scientific comprehension of the problem. Vestnik Chuvashskogo gosudarstvennogo pedagogicheskogo universiteta imeni I.Ya. Yakovleva, 1-2 (77): 44-50.
10. Andreyeva, Yu.V., 2013. Personal characteristics and values as the basis for "self-concept" of a competitive professional. Obrazovanie i samorazvitie, 2 (36): 3-11.
11. Collier, G., 2000. How about psychological testing for the media? Columbia journalism review, 38 (6): 62.
12. Simkachiova, M. V., 2009. 21st century journalism: portrait of the profession. The study guide. Kazan: KSU, pp: 149.
13. Francis, D. and M. Woodcock, 1986. The unblocked manager: a practical guide to self-development. Wildwood House.
14. Shostrom, E., 1964. An inventory for the measurement of self-actualization. Educational and psychological measurement, 24 (2): 207–218.

6/29/2014