

**SELF-ASSESSMENT OF THE APPEARANCE AND ASSESSMENT
OF THE APPEARANCE OF OTHER PEOPLE AMONG RUSSIAN
STUDENTS WITH DIFFERENT ECONOMIC STATUS**

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Abstract. A person's appearance is considered by a number of Western and Russian researchers as "social capital" with investment strength (Gordon R. A. et al., 2013; Labunskaya V.A., Bzezyan A.A., 2018). In this regard, it is especially promising to consider the potential of young people who are focused on active self-realization both in the field of study and in family, hobby, professional and socially beneficial activities (Obukhova Y.V. et al., 2016). The study of assessments of the Russian students' appearance in connection with their assessments of their economic status and success of educational activities is relevant.

Objectives: to determine the features of self-assessment and assessment of the appearance of other people among Russian students with different subjective assessments of their economic status. The assessment of the appearance of other people has been understood as the assessment of the appearance of other students and teachers of their university. The relationship of self-assessment and assessment of the appearance of other people by students with their subjective assessment of the success of educational activities was considered.

Participants - 135 university students aged from 16 to 35.

Methods. 1) A questionnaire "Subjective assessment of an economic status" (Labunskaya, 2016). 2) A questionnaire "Self-assessment and assessment of appearance" (Labunskaya, 2016). 3) We have developed a questionnaire to assess the subjective success of student learning activities. There, a student has been asked to evaluate his academic performance, active participation in learning activities and satisfaction with education process. 4) Spearman's correlation analysis, non-parametric Mann-Whitney test.

Results. More than half of the sample (55.5% of respondents) evaluated their economic status as "Rather poor than rich", the remaining 44.5% classified themselves as "Rather rich than poor".

Data analysis showed that the subjective assessment of their economic status by students is related to their subjective assessment of the success of educational activities. At the same time, higher grades of their economic

status correlate with higher grades of academic achievement, degree of learning activity and satisfaction with learning.

A comparison has been made of groups of respondents with different economic status in terms of their self-assessment of their appearance, the assessment of their teacher's appearance and the appearance of other students. It was determined that students who consider themselves "rather rich than poor" evaluated higher both their appearance and a teacher's appearance, than students who consider themselves to be poor rather than rich. The indicator for assessing the appearance of other students has not been significantly different in the two studied groups.

Relationships have been established between the indicator of class missing and self-assessment of appearance. The results show that attendance is not related to the self-assessment of the appearance, but is related to the assessment of the appearance of teachers and other students. The higher it is, the higher the likelihood that a student absents only for a good reason.

Subjective assessment by students of their economic status is connected with self-assessment of the appearance, assessment of the appearance of teachers, but does not have a significant impact on the assessment of the appearance of other students. High self-assessment of the appearance of a teacher and other students is positively associated with attendance. Students with a high assessment of their economic status more highly evaluate the success of their learning activities as a whole than students with a low assessment of their economic status.

Keywords: appearance, self-assessment, education, economic status

Introduction

The subject of the study of a person's appearance: its development, visual presentation, assessment and self-assessment of its attractiveness has increasingly strengthened its position in scientific psychology in recent years in terms of its social significance and high demand for research of the context of individual success in various spheres of life. A person's appearance is considered by a number of Western and Russian researchers as "social capital" with investment strength (Gordon R. A. et al., 2013; Labunskaya V.A., Bzezyan A.A, 2018). In this regard, it is especially promising to consider the potential of young people who are focused on active self-realization both in the field of study and in family, hobby, professional and socially beneficial activities (Obukhova Y.V. et al., 2016). I. A. Lilacina notes that a significant proportion of Russian students have an apparent labor motivation which they implement in secondary employment, meeting at the same time a number of requirements of the modern Russian labor market and adapting well to the market economy conditions (Lilacina

I.A., 2007). In the educational environment, an attractive appearance becomes the social capital of both the student and the teacher. Therefore, the student's assessment of own appearance or the appearance of other student and teacher may be related to his/her immediate success in learning activities.

The self-assessment of appearance and assessment of other people's appearance are determined by a number of factors, among which one can single out the economic status of the individual. The special role of the economic status as the one determining the assessment of oneself and another factor may be due to the fact that in the conditions of ongoing socio-economic transformations of society, the value orientations of modern young people are affected by the market economy, which forms a certain type of adaptive behavior oriented mainly to material values, pragmatism and hedonism; the social differentiation takes place, social groups are distinguished that differ in the level of material well-being Gurenkova O. V., 2016; Yavon S. V., 2010). Sociologists argue that the self-assessment and the lifestyle of a modern Russian are largely determined by the size of his/her income, as a factor that substantially exceeds the power and prestige in its significance (Molchanov K. V., 2005). The subjective assessment of own economic status involves comparing it with the status of other people and reference groups and self-attributing to a certain subgroup or categories. Therefore, such self-assessment can determine the one of the appearance and the assessment of other people's appearance in the educational environment. The study of assessments and self-assessment of the Russian students' appearance in connection with their assessments of their economic status and success of educational activities is relevant in the development of modern society.

Methodology

Ideas about attractive appearance as "social capital", about the influence of the subjective image of the World, including the subjective assessment of economic status, on various social and psychological phenomena

Objectives / Purpose of the study

To determine the features of self-assessment and assessment of the appearance of other people among Russian students with different subjective assessments of their economic status. The assessment of the appearance of other people has been understood as the assessment of the appearance of other students and teachers of their university. The relationship of self-assessment and assessment of the appearance of other people by students with their subjective assessment of the success of educational activities was considered.

Hypothesis. In our study we test the hypothesis that Russian students' assessment of their economic status may be related to their self-assessment of various components of their appearance and may be associated with a subjective assessment of success of their educational activities.

Participants. 135 students of universities of Rostov-on-don and Rostov region of different levels of education, aged from 16 to 35.

Methods. 1) A questionnaire "Subjective assessment of an economic status" (Labunskaya V.A.). 2) A questionnaire "Self-assessment and assessment of appearance" (Labunskaya V.A.). 3) We have developed a questionnaire to assess the subjective success of student learning activities. There, a student has been asked to evaluate his academic performance, active participation in learning activities and satisfaction with education process. 4) Descriptive statistics, Spearman's correlation analysis, non-parametric Mann-Whitney test were used for mathematical processing of the obtained data.

Results / Findings

More than half of the sample (55.5% of respondents) evaluated their economic status as "Rather poor than rich", the remaining 44.5% classified themselves as "Rather rich than poor". This indicates that a part of the respondents consider themselves to be low-income and are rather unsatisfied with their current economic situation. Considering the young people's orientation to future, it can be assumed that many higher education students are aimed at improving their economic status and are making active efforts in this direction. The obtained data correlate with the one of sociological studies, according to which the problem of "lack of money" is most relevant for the Russian youth aged 14 to 30. It ranks first in terms of importance among all other problems, ahead of the importance of problems in relations with friends and relatives, satisfaction in love and intimate life, and professional interests (Yavon S. V., 2010).

A comparative analysis of the composition of the two empirically selected subgroups, being different in terms of economic status, showed that they did not differ significantly in terms of the age of the students in these subgroups, their course of study, level of education (bachelor, specialist, master), and gender characteristics. Thus, these factors are not decisive at the higher education students' subjective assessment of their economic status.

A correlation analysis of the obtained data revealed that the students' subjective assessment of their economic status is related to the integral indicator of their subjective assessment of the success of educational activities ($r_s = 0,19$ при $p = 0,02$). At the same time, students who consider themselves to be a group of rich people classify themselves at the same time as being in groups of more successful students ($r_s = 0,25$ при $p = 0,003$),

appropriating themselves higher grades more often than students who classify themselves as “more poor than rich” ($r_s=0,19$ при $p=0,03$). The data made it possible to find out that the assessment of their economic status does not affect the studies attendance and the manifestation of cultural and social activities within the higher education institution. A higher assessment of their economic status correlates with the satisfaction of the learning process and the result obtained in this regard ($r_s=0,21$ при $p=0,001$).

The use of the non-parametric Mann-Whitney test for comparing groups with different economic status confirmed the significance of their difference in terms of the following indicators: attribution to a particular group by academic performance ($U=1617,5$, $p=0,005$), by subjective assessment of their academic performance in points ($U=1779,5$, $p=0,035$), by satisfaction with the process and the learning result ($U=1707,5$, $p=0,015$) and by integral subjective assessment of the learning activities success ($U=17525$, $p=0,026$). At the same time, the differences between the two groups studied in terms of attendance and activity in educational and extracurricular activities turned out to be statistically insignificant. Consequently, students with higher economic status subjectively evaluate their academic performance better, have greater satisfaction with the process of learning itself and its results.

According to our data, the students' subjective assessment of their economic status is closely connected with the integral assessment of their appearance ($r_s=0,18$ при $p=0,04$), the self-assessment of the femininity-masculinity of their appearance ($r_s=0,21$ при $p=0,02$), the self-assessment of the measure of attractiveness of their appearance and the measure of attractiveness of the teacher's appearance ($r_s=0,27$ при $p=0,002$; $r_s=0,19$ при $p=0,03$). Thus, the students' self-assessment of their economic status is associated with an assessment of the degree of attractiveness of individual components of their external appearance. There was no connection between assessing own economic status and the measure of the attractiveness of other students' appearance.

There was a comparison using the Mann-Whitney nonparametric test of two groups of respondents who differently estimated their economic status (rich rather than poor or poor rather than rich) according to their self-assessment of own appearance, assessment of the teacher's appearance and the one of other students. It was determined that students who consider themselves “rather rich than poor” rated their appearance significantly higher, according to the indicators of the following components: a measure of attractiveness ($U=1795,5$ $p=0,041$), femininity-masculinity ($U=1725$, $p=0,019$), integral assessment ($U=1617,5$, $p=0,005$), than students who consider themselves to be more poor than rich. The indicator for assessing the appearance of other

students and teachers in the two studied groups was not significantly different.

We have established relationships between the indicator of absence from studies and self-assessments of appearance. Most of these relationships related to the indicators of the various components of the appearance of teachers of the higher educational institution. Thus, the attendance of classes by the subject of assessment turned out to be positively related to his/her assessment of the following components of the teachers' appearance: their physical attractiveness ($r_s=0,22$ при $p=0,01$), appearance development ($r_s=0,18$ при $p=0,04$), appearance integral assessment ($r_s=0,19$ при $p=0,03$), with the attractiveness of their appearance for the opposite sex ($r_s=0,21$ при $p=0,02$), with gender characteristics of their appearance ($r_s=0,22$ при $p=0,01$), with a measure of the attractiveness of their appearance ($r_s=0,26$ при $p=0,002$). At the same time, the attendance is related to the assessment of the other students' appearance: their physical attractiveness ($r_s=0,21$ при $p=0,01$), with the attractiveness of the external appearance for the opposite sex ($r_s=0,21$ при $p=0,02$), with the gender characteristics of the external appearance ($r_s=0,21$ при $p=0,01$), with the measure of its attractiveness ($r_s=0,27$ при $p=0,001$). The indicator for assessing the sexuality of the appearance of teachers and other students did not show meaningful relations with the attendance of studies.

The results indicate that attendance is not related to the self-assessment of own appearance, but to the assessment of various components of the appearance of teachers and other students. The higher a student assesses the various components of the teacher's and other students' appearance, the higher the likelihood that he/she misses classes for a good reason only.

Conclusions

1. Subjective assessment by students of their economic status is connected with self-assessment of the appearance, but does not have a significant impact on the assessment of the appearance of other students.
2. Students with a lower subjective assessment of their economic status have a lower assessment of various components of their external appearance compared with students who identify themselves with the group of "rather rich than poor".
3. Students with a high assessment of their economic status more highly evaluate the success of their learning activities as a whole than students with a low assessment of their economic status.

The student's assessment of his/her economic status does not affect the attendance and activity in public life.

4. High self-assessment of the appearance of a teacher and other students is positively associated with attendance, but the self-assessment of own appearance does not affect the attendance at studies.

Discussion

The study relates the assessment of own appearance by higher education students with their success in learning activities, which, in turn, is related to the subjective assessment of the economic status. The obtained results allow a conclusion about the significance of the factor of assessing own economic status at the young people's perception and assessment of their external appearance, about the relationship of students' assessment of their economic status with the subjective assessment of various indicators of the success in educational activities.. The data obtained in the study have the practical significance and can be used to improve the efficiency of the arrangement of the educational process in higher educational institutions.

Acknowledgements. This study is conducted in the frameworks of the research project № 17-18-01260 supported by the Russian Science Foundation.

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