

## Time Management and Professional Identity of Students of Pedagogical Universities

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### ABSTRACT

Topicality of the problem under research is stipulated by the necessity of personal characteristics consideration in the process of organization of educational and vocational activities of the future teachers in the conditions of educational medium, which sets high requirements to the students' time competence. The aim of the article is to study the influence of time management peculiarities on the components of students' professional identity. The primary research method applied was psychodiagnostic testing with further statistical data processing, enabling quantitative assessment of formedness of time competence and professional identity in students of a pedagogical university, as well as establishing the interaction character of the phenomena of interest. Research results: in the article peculiarities of students time management within different stages of professional identity are presented, and the interconnection between time competence and professional identity components is considered. Based on empirical data, there can be drawn a conclusion that time competence development will facilitate formation of professional identity for the future professionals. Received results can find practical implementation in development of programs for psychological follow-up of professional formation of student's identity in the system of university education.

### KEYWORDS

Professional identity, time competence,  
time disorganizers, time management

### ARTICLE HISTORY

Received 29 May 2016  
Revised 12 July 2016  
Accepted 17 July 2016

## Introduction

Transformation of social and economical conditions, followed by the change of requirements to the level of professional preparation and personal qualities of the future professionals leads to the necessity of youth self-determination in the conditions of conflicting realities of nowadays. Socially conditioned, spiritual and moral, as well as professionally significant contradictions cause changes in human self-comprehension, touching upon the motivations and needs, as well as

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conceptual or operational aspects of person's vital functions (Zeer & Kormiltseva, 2012). These changes can result in self-identification failure and inability to choose adequate strategies of realization of personal potential in profession.

The period of studying in university plays a critical role in forming adequate impressions of a given occupation, building professional plans and life strategies, considering a professional aim of an individual — a dream. Successful professional development is directly dependent on the person's acceptance level of professional requirements and readiness to independent work based on mastering the necessary competencies. Thus, formation of a professional identity of the future professionals is one of the most important problems of higher vocational education.

The concept of identity, which was introduced by E. Erikson (1996), means person's self sameness, the self-accepted image, that person chooses in the entire range of relations with the world, possessing integrity and stability independently of the situational influences and internal personal dynamics. At the individual level, identity involves person's self conception as a reality having temporal outstretch to the past, the present and the future. Personal level is related to experiencing one's uniqueness and self-identification. The social level of identity represents internal solidarity with group norms, values and beliefs. Changes in the content of separate identity components are described in the form of periods, the result of which is a particular status (Marcia, 1966).

Professional identity is a kind of integral personal characteristic, providing person's acceptance of a given profession, as well as oneself in it, being the result of purposeful subject's activity within the framework of the prevailing occupation. In the works of the Russian authors, it is defined as an objective and subjective unity, the integrity of the subject of professional development with occupation, professional society and positive functional image of self (Balakshina, 2009; Zachinyaeva, 2011). L.B. Shneider (2001) compares the concepts of professional self-identification and professional identity, the first meaning projection of professional and life path, while the second — mastering the result of this projection.

Analysis of the Russian research works has allowed to distinguish the main structural components of identity — cognitive, emotional and axiological, and motivational. In the thesis research of A.A. Ozerina (2012) a structural and dynamical model of professional identity of fourth-year students is suggested. The main criteria of professional identity — the level of personality formation and maturity — allow for revealing the level of readiness of the future specialist to independent decision-making in the conditions of changing and unpredictable professional medium. Among the structural components of the professional identity are considered educational and vocational plans, attitude to profession, the image of occupation and a specialist, professional position and self-esteem of the future specialist, as well as his/her professional motivation.

Professional identity is a complex dynamical phenomenon. In the process of its development personality undergoes the same stages as in the process of socialization (trust, autonomy, proactivity, achievement, identity, intimacy, creativity, integration). It presupposes future specialist's comprehension of long-term and short-term goals of his/her activity, the urge to master professional functions, understanding the main requirements of the chosen occupation and

one's capabilities, intensification of professional communication, unbound implementation of professional activity and desire to self-development in the occupation (Makovskaya, 2013).

Formation of the student's professional identity is influenced both by the external conditions (organization of the educational and vocational preparation) and the internal factors. Development of professional identity is related to establishing the processes of self-identification, personalization and reflection. One of the most important conditions of gaining professional identity is the personal time competence, manifesting itself in the rational use of time resources and the capability of building integral time transpective and creating a professional future image.

The problem of time management acquires high topicality especially in the context of considering the activities of vocational teacher. Presence of external limits of time planning (allocated for lesson) and the necessity to arrange time resources in agreement with the audience's capabilities pose extensive requirements to the aptitude of the future graduate's time management. When considering the time professional competence of a teacher, L.P. Yenkova (2011) means that it is a strategy of organising professional activities, skills and abilities in solving time problems, the structure of time professional experience, determining development of specialist's professional competence. Considered in combination, these time structures serve as an essential characteristic of teacher's professional consciousness and as a component of his/her professional culture.

The aim of this study is to consider professional identity of future teachers of vocational science in relation to the peculiarities of time management.

## **Materials and Methods**

### ***Research methods***

In the process of study the following methods were used: theoretical (analysis, synthesis, generalization), diagnostic (testing) and methods of mathematical statistics.

In order to study the peculiarities of time management and the components of professional identity of students, the following methods were used:

1. Questionnaire "Personal competence in time" by S.I. Kalinin (2006). Testing questionnaire that contains 25 statements enabling evaluation of development of the core skills of time management and competence in time as a whole (Kalinin, 2006).

2. "Diagnostic method of personal time disorganizers" by O.V. Kuzmina (2011). The given method allows for studying the influence of personal characteristics, leading to ineffective use of time and inefficient organisation of activities (Kuzmina, 2011). Respondents have to evaluate the level of influence for each disorganizer using 6-grade scale. The answer sheet contains a list of 20 reasons of ineffective time use, each of which is a manifestation of some disorganizer.

3. "Questionnaire of student procrastination of C. Lay" (Yudeeva, Garanyan & Zhukova, 2011). The method is directed at studying the level of manifestation of procrastination symptoms in students. The questionnaire contains 20 statements, which are evaluated by respondents using 5-grade scale.

4. The method of "Time decentration" (Kronik & Golovakha, 1984). The aim of the method lies in studying time orientation of a person. Each respondent is offered three scales, using which he/she has to evaluate personal experience of time in a given life period with the help of a specific mark. Each scale contains 7 points, which the respondent has to circle in order to mark his/her place between the poles. The poles of the scales are presented as statements "I live in the past"- "I live in the future", "I live in the past"- "I live in the present", "I live in the present"- "I live in the future".

5. Questionnaire of professional identity" by A.A. Ozerina (2012). The diagnostic questionnaire is directed at studying the actual profile of the students' professional identity and its specific components. The form consists of 56 statements, with which respondents can agree or disagree. The procedure of data processing includes evaluation of completeness of development and maturity of students' professional identity, at the intersection of which the profile of identity is determined, and the indicators of professional identity are defined (Zeer, Kormiltseva & Symanyuk, 2015).

### **Experimental base of the research**

The research was conducted on the basis of federal state autonomous educational institution of higher education Russian State Vocational Pedagogical University. 110 students of the 1st and 2nd year of study at the courses of "Vocational studying" and "Psychological and pedagogical education" aged 19-22, 48 males and 62 females, took part in it.

### **Research hypothesis**

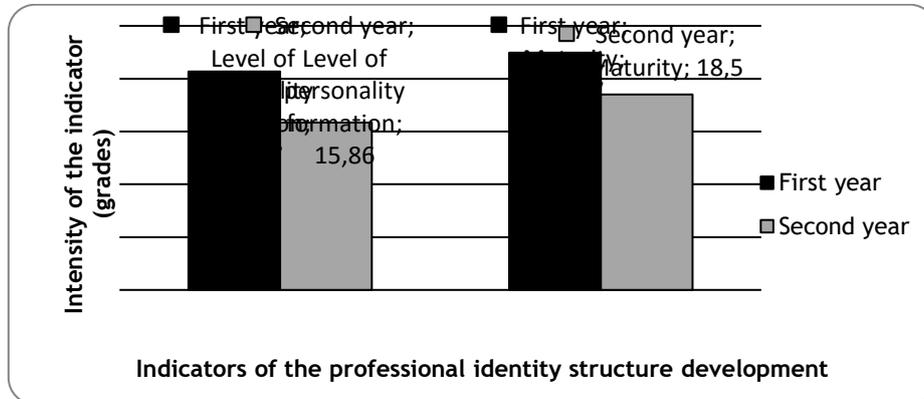
A suggestion of existence of an interconnection between the indicators of time management in students and parameters of their professional identity became the hypothesis of this research. This hypothesis can be specified in the following suggestions:

- existence of a direct correlational relation between the indicators of professional identity and personal time competence of students;
- existence of a reciprocal relationship between the indicators of professional identity and expressiveness of time disorganizers and student procrastination.

### **Results**

Analysis of results with the use of non-parametric U-criterion of Mann-Whitney (Mann – Whitney U-test) (Nasledov, 2012) allowed for revealing a difference in the development level of criteria and components of identity in students of the first and the second years (Figure 1). It was found that the first-year students possess higher indicators of development and maturity of professional identity in comparison with the second-year students ( $p \leq 0.01$ ). Their professional plans are characterized by higher certainty ( $p \leq 0.05$ ), their attitude to profession — by more expressed emotional acceptance and rationality ( $p \leq 0.01$ ), their self-esteem — by adequacy ( $p \leq 0.01$ ), their professional position — by activity ( $p \leq 0.05$ ), and their image of occupation — by higher level of integrity and consciousness ( $p \leq 0.01$ ). The image of a professional is also more deliberate ( $p \leq 0.05$ ). In addition, the first-year students show higher indicators of intrinsic

professional motivation ( $p \leq 0.01$ ), indicative of the prevailing orientation on the activities content as contrary to the external attractiveness of occupations.



**Figure 1.** Averages values of the indicators of professional identity structure development in first-year and second-year students

Analysis of the levels of development and maturity of the identity structure allowed for determining the profile of respondents' professional identity (Table 1).

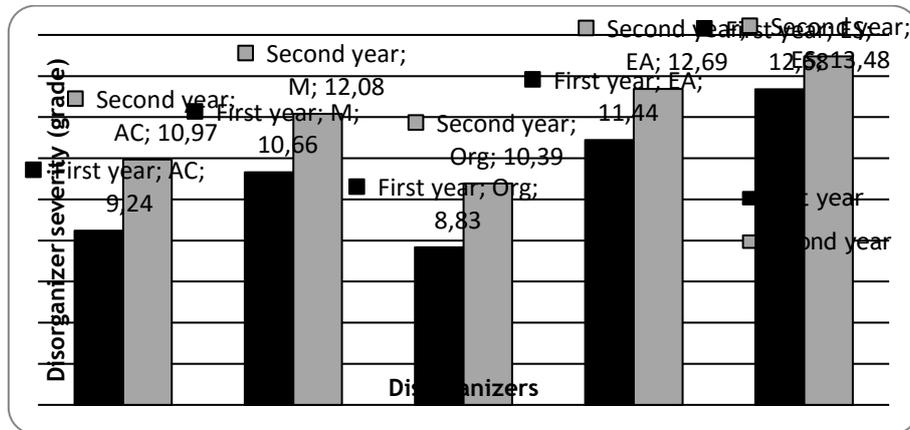
**Table 1.** Percentage ratio of students with different stages of professional identity (%)

No.	Identity stage	First year N=45	Second year N=65
1	Diffusive	9	55
2	Predetermined	7	9
3	Moratorium	22	15
4	Achieved	62	21

It is remarkable that there is an increase in the share of students with diffusive identity and decrease in the percentage of those who have the achieved stage of identity among the second-year students. Overall, the dynamics of identity indicators is characterized by decline of professional identity maturity.

Study of the time management indicators was conducted with the use of a set of diagnostic methods, directed at the description of students' time competence, time orientation (towards past, present or future) and personal time disorganizers. As an indirect indicator, characterising the success of time resources management, there was considered the indicator of student procrastination, which is expressed in the urge to postpone completion of the planned important tasks (homework, tests, course projects, etc.) by distracting for secondary and less important activities.

Comparison of results received from the first-year and second-year students with the help of U-criterion of Mann-Whitney (Mann – Whitney U-test) (Nasledov, 2012) showed that first-year students have higher indicators of personal time competence ( $p \leq 0.01$ ) and orientation for the present ( $p \leq 0.05$ ). In addition, differences in the level of expression of time disorganizers were noted (Figure 2).



**Figure 2.** Average values of personal time disorganizers of the first-year and second-year students

Note: AC – axiological and conceptual disorganizers, M – motivational disorganizers, Org – organisational disorganizers, EA – emotional apathy, ES – emotional stress.

Second-year students showed higher results by the scales of axiological and conceptual disorganizers, motivational disorganizers ( $p \leq 0.05$ ), as well as by the parameter of general disorganisation ( $p \leq 0.05$ ). Thus, it is possible to state that the second-year students face difficulties with comprehension of short-term and long-term life goals, intentions and perspectives, motivational insufficiency, manifested in the indifference to tasks they complete and their assumed results, more often.

As a result of comparison of students with different professional identity stages by the indicators of time management with the help of H-criterion of Kruskal-Wallis (Kruskal – Wallistest) (Nasledov, 2012), there were discovered authentic differences in the majority of considered parameters – indicators of personal time competence ( $p \leq 0.01$ ), student procrastination ( $p \leq 0.01$ ), axiological and conceptual disorganizers ( $p \leq 0.01$ ), organisational disorganizers ( $p \leq 0.05$ ), motivational disorganizers ( $p \leq 0.05$ ), emotional apathy ( $p \leq 0.05$ ), emotional stress ( $p \leq 0.01$ ) and the general indicator of disorganisation ( $p \leq 0.01$ ) (Table 2).

**Table 2.** Average values of time management indicators in students with different stages of professional identity

No.	Indicator of time management	Professional identity stage			
		Diffusive N=40	Predetermined N=11	Moratorium N=20	Achieved N=39
1	Personal time competence	21.80	28.18	24.60	30.72
2	Student procrastination	67.23	62.64	61.40	56.67
3	Axiological and conceptual disorganizers	12.87	7.43	10.24	8.40
4	Motivational disorganizers	12.07	7.58	8.76	8.49
5	Organizational disorganizers	13.23	8.86	10.82	10.69

6	Emotional apathy	13.87	10.71	11.82	11.03
7	Emotional stress	14.53	9.86	12.06	13.06
8	General disorganisation	65.93	44.57	54.59	51.46

Students with diffusive stage of professional identity demonstrated the least expressed indicators of personal time competence (the majority of students received a total grade that is equivalent to the low level of time competence according to the method of S.I. Kalinin (2006)). At the same time, they showed the highest results by the scale of student procrastination and indicators of time disorganisation.

Students with the achieved stage of professional identity possess higher values by the scale of time competence among the considered sub-groups (prevailing intermediate level of personal time competence according to the answer key of method by S.I. Kalinin (2006)) with the lowest values by the parameters of procrastination.

As it is evident from the presented data, students with predetermined stage of professional identity turned out to be less influenced by time disorganizers. Thus, it is possible to say that efficiency of their activities is less dependent on the "time sinks", while the activities become more balanced in time.

Intermediate position is taken by those students who are at the stage of moratorium — the open crisis of professional self-identification. The level of their personal time competence can be defined as low; in the structure of personal time disorganizers there prevails emotional stress, which is seemingly related to the difficulty of determining short-term and long-term professional goals.

In order to check the hypothesis of existence of interrelation between time management indicators and professional identity, there was conducted a correlational analysis with the use of Spearman rank correlation coefficient  $r$  (Nasledov, 2012). There were revealed correlational relations between the development of professional identity and values of personal time competence ( $r=0.544$ ;  $p\leq 0.01$ ), student procrastination ( $r=-0.431$ ;  $p\leq 0.01$ ), axiological and conceptual disorganisation ( $r=-0.459$ ;  $p\leq 0.01$ ), motivational disorganisation ( $r=-0.270$ ;  $p\leq 0.01$ ), organizational disorganisation ( $r=-0.252$ ;  $p\leq 0.05$ ), emotional apathy ( $r=-0.258$ ;  $p\leq 0.05$ ) and general disorganisation ( $r=-0.339$ ;  $p\leq 0.01$ ). There were also found authentic correlational relations between the scale of professional identity maturity and values of personal time competence ( $r=0.389$ ;  $p\leq 0.01$ ), student procrastination ( $r=-0.252$ ;  $p\leq 0.05$ ), axiological and conceptual disorganisation ( $r=-0.347$ ;  $p\leq 0.01$ ), motivational disorganisation ( $r=-0.247$ ;  $p\leq 0.05$ ), emotional apathy ( $r=-0.260$ ;  $p\leq 0.01$ ) and general disorganisation ( $r=-0.288$ ;  $p\leq 0.01$ ). Interrelations of separate professional identity components with indicators of time management are presented in Table 3.

**Table 3.** Interrelations of indicators of the method of "Questionnaire of professional identity" with the indicators of methods, directed at studying time management.

No.	Professional identity components	PTC	SP	AC	M	Org	EA	ES	GD
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1	DEVP	0.465**	-0.402**	-0.411**	-0.198	-0.263*	-0.309**	-0.111	-0.312**
2	PEVP	0.055	-0.005	-0.242*	-0.150	-0.158	-0.227*	-0.258	-0.271*
3	EAP	0.413**	-0.415**	-0.422**	-0.260*	-0.273**	-0.200	-0.129	-0.316**
4	RAP	0.317**	-0.301**	-0.347**	-0.255**	-0.309*	-0.298**	-0.075	-0.318**
5	CIP	0.481**	-0.361**	-0.249*	-0.239*	-0.291**	-0.133	-0.111	-0.270**
6	IIP	0.349**	-0.336**	-0.167	-0.183	-0.81	-0.071	-0.018	-0.154
7	DIP	0.399**	-0.318**	-0.164	-0.194	-0.232*	-0.158	-0.024	-0.192
8	SIP	0.089	-0.194*	-0.035	0.070	-0.030	0.970	-0.085	-0.004
9	APP	0.409**	-0.265**	-0.377**	-0.069	-0.069	-0.111	-0.024	-0.163
10	AUtPP	0.032	-0.117	-0.123	-0.077	-0.062	-0.118	-0.065	-0.109
11	APS	0.370**	-0.329**	-0.262*	-0.377**	-0.273**	-0.322**	-0.206	-0.360**
12	SRPR	0.225*	-0.016	-0.187	0.041	-0.047	-0.043	0.197	0.012
13	PPM	0.233*	-0.710	-0.197	-0.067	-0.039	-0.008	0.037	-0.060
14	IPM	0.294**	-0.680	-0.242*	-0.094	-0.086	-0.136	-0.058	-0.152

Note: DEVP – defined educational and vocational plans; PEVP – personal educational and vocational plans, EAP – emotional acceptance of profession; RAP – rational attitude to profession; CIP – cohesive image of profession; IIP – internal image of profession; DIP – distinct image of professional; SIP – supraliminal image of professional; APP – active professional position; AUtPP – autonomous professional position; APS – adequate professional self-esteem; SRPR – self-esteem as a result of personal reflection; PPM – positive professional motivation; IPM – intrinsic professional motivation; PTC – personal time competence; SP – student procrastination; AC – axiological and conceptual disorganizers; M – motivational disorganizers; Org – organisational disorganizers; EA –

emotional apathy; ES – emotional stress; GD – general disorganisation indicator. The level of statistical significance of Spearman's rank correlation coefficients  $r$  is as follows: \*\* -  $p \leq 0.01$ ; \* -  $p \leq 0.05$ .

Based on the received data, it is possible to draw a conclusion that students who tend to be more effective in time managements also demonstrate better development of cognitive, emotional and axiological, motivational components of professional identity, which is expressed in the image of profession, attitude to it and planning his/her activities. The structure of professional identity itself in students with high time competence is characterised by better levels of development and maturity, which secures its flexibility and sustainability in the conditions of changing vocational and educational environment.

There are revealed significant correlational relations between the intensity of the professional identity components and indicators of time orientation (decentration), in particular between decentration to the future and the indicator of personal professional plans ( $r=-0.225$ ;  $p \leq 0.05$ ), distinct image of a specialist ( $r=-0.232$ ;  $p \leq 0.05$ ). Orientation for the present showed negative interrelations with cohesive image of profession ( $r=-0.226$ ;  $p \leq 0.05$ ).

Thus, as a result of completed empirical research, multiple correlational relations between the indicators of time management and professional identity of future teachers were identified, allowing for suggesting interdependence and mutual influence of the studied phenomena.

## Discussions

Data received in the course of research correlate with the data received by A.A. Ozerina (2012) during studying the dynamics of professional identity of fourth-year students. Decrease in the level of development and maturity of professional identity and its components from the first to the second years of study can be explained by the existence of a crisis period accompanied by a transformation of previously established school identity when facing the changed requirements of the university environment.

In a range of studies, related to the identity development, the interrelation of this phenomenon with the peculiarities of personal time organisation is marked. Identity as an intermediate result of self-actualization is based on the synthesis of subjective and biographical time, representing a temporal structure, integrity of which depends on succession between the images, beliefs and goals, localized in different time modes.

In the thesis research of T.N. Kozlovskaya (2005), time management is considered as a fact of forming the "image of future" of the university students. Time management is understood as a consecutive and purposeful application of the methods of work in the daily practice with a view of optimal use of personal time, conscientious management of personal life flow and overcoming external circumstances in different spheres of life. Depending on the interrelation of time management and axiological attitude to the "image of future", the author singled out certain types of students that exhibit peculiarities of goal-setting, planning, modelling and control of project activities results, specifics of building life perspective.

In the research by E.M. Vechkanova (2014), the specifics of personal time perspective when undergoing the identity crisis, in particular, more negative

evaluation of the past, fatalistic attitude to the present and vague ideas of the future is shown. Similar results were reached in works devoted to the peculiarities of time perspective in students with different identity stages. It was shown that young people with achieved identity stage demonstrate the ability to live in the present, while being holistically conscious of their life path, while students with diffusive identity feature prevailing orientation to one of the time modes and discrete time perception (Lebedeva & Surnina, 2014).

Studying of skills and abilities of self-organisation in students of pedagogical university showed that the time competence can be regarded as one of the key factors of professional identity of the future specialist. The maturity of the basic skills of time management enables optimal conjugacy of objective requirements posed by the external environment and internal prerequisites, including desires, interests and inclinations of a personality and speed and tempo-rhythmical characteristics of his/her internal time. Time competence is a reflection of the personal ability to timely use one's opportunities, placing in the life flow activities and events, reserving time resources and managing them in such a way as to support viable eurhythmics objectively and psychologically (Abulkhanova, 1999). The level of development and maturity of professional identity is also based on the general capability of time organisation, while separate components of identity to different extent show dependence on the time opportunities of the subject.

Based on the empirical data analysis, it is possible to state the necessity of development of skills to manage personal time resources in the right way by the future vocational teachers. When speaking of time competence development of university students, A.K. Bolotova (2006) draws attention to conducting prolonged trainings that are rationally distributed in time educational ("time competence trainings"), intended at organisation of joint group activities and choosing individual strategies of active transformation and planning of activities in time. It also seems viable to include the optional subjects and additional courses, directed at mastering certain time management technologies and their application in the professional activities, in the educational plan of future vocational teachers. Close interrelation of professional identity indicators and personal time competence can be implemented within the framework of a general professional subject, which is traditionally taught in the first years of study — "Introduction into professional activities". Discussion of professional goals and strategies of their achievement in the context of moment and extended time perspective will facilitate acknowledgement by the students of their time resources as conditions for their development, which, in its turn, will allow for correcting the content of educational and professional plans, completing the image of a specialist with the view of its development dynamics and moving on to implementation of active strategies of professional self-realization.

## Conclusion

It was established that students with different professional identity profiles exhibit various peculiarities of time management. It was also shown that there exist multiple interconnections between the time management indicators (time competence, personal time disorganizers, student procrastination and time orientation) and characteristics of professional identity and its components. Character of these interrelations allows for suggestion that development of skills

of rational priorities distribution in time can facilitate establishment of students' professional identity.

Data presented in the article can be useful for curators, tutors of educational programs and education psychologists, realizing psychological follow-up of students of the first years of study.

### Acknowledgements

The research was conducted on the basis of the state institution of the Education Ministry of the Russian Federation No.2014/393; topic of scientific and research work No.1134 "Scientific and application-specific foundations of forming individual trajectories of personality development in the system of continued education".

### Disclosure statement

No potential conflict of interest was reported by the authors.

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