

THEORETICAL UNDERSTANDING

AND SIGNIFICANCE OF THE SPATIAL CHARACTERISTICS OF THE TEMPORAL COMPETENCE OF THE ACQUIRER OF HIGHER EDUCATION

COMPRENSIÓN TEÓRICA Y SIGNIFICADO DE LAS CARACTERÍSTICAS ESPACIALES DE LA COMPETENCIA TEMPORAL DEL ADQUIRENTE DE EDUCACIÓN SUPERIOR

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ABSTRACT

The article analyzes the existing theoretical approaches to understanding the content and structure of the individual's temporal competence. The main ideas about the psychological boundaries of the acquirer of higher education, constructing the spatio-temporal organization of mental activity, are considered. The concept of psychological boundaries is presented and operationalized. The concept of psychological boundaries is studied about the individual's temporal competence. The stages of the empirical study are planned, a bank of valid diagnostic methods is selected, the deficit of diagnostic tools for the psychological boundaries of the individual is identified the bank is supplemented with the necessary methodology, and the adaptation and standardization procedure are carried out. The relationship between psychological boundaries and the individual's temporal competence is studied. A model of temporal profiles of young men and women with different substantive characteristics of psychological boundaries is built.

Keywords: Higher Education, Emotional intelligence, Theoretical approaches, Psychological boundaries, Temporal competence, The acquirer of higher education.

RESUMEN

El artículo analiza los enfoques teóricos existentes para comprender el contenido y la estructura de la competencia temporal del individuo. Se consideran las ideas principales sobre los límites psicológicos del adquirente de la educación superior, construyendo la organización espacio-temporal de la actividad mental. Se presenta y operacionaliza el concepto de límites psicológicos. Posteriormente se estudia el concepto de límites psicológicos en relación con la competencia temporal del individuo. Además, se planifican las etapas del estudio empírico, se selecciona un

banco de métodos de diagnóstico válidos, se identifica el déficit de herramientas de diagnóstico para los límites psicológicos del individuo y se complementa el banco con la metodología necesaria, llevándose a cabo el procedimiento de adaptación y estandarización. Así también se estudia la relación entre los límites psicológicos y la competencia temporal del individuo, construyéndose un modelo de perfiles temporales de hombres y mujeres jóvenes con diferentes características sustantivas de límites psicológicos.

Palabras clave: Educación Superior, Inteligencia emocional, Enfoques teóricos, Límites psicológicos, Competencia temporal, Adquisición de educación superior.

INTRODUCTION

Modern conditions of constant social changes, the introduction of new technologies, the need for continuous education, and the introduction of a different "marking" of the spatial-temporal boundaries of the higher education acquirer, lead to a change in the subjective temporal dynamics of the higher education acquirer.

The possibility, and sometimes the need, of remote work, self-isolation, online learning, and distance education technologies, the emergence of such a format of activity as "freelancers" (freelancer), bring to the forefront the ability of a person to rationally organize activities in the conditions of independent distribution and planning of time, its limit and deficit. Such intensity of socio-psychological changes constructs new requirements for personal autonomy, organization of living space, and privacy. Public and "personal territories change their sites, moving to completely different formats that require fundamentally new competencies and abilities from the subject of activity. The success of an activity is increasingly determined not only by its content but also by self-organization skills, timeliness of performance, and delivery of work results, which are largely determined by the competence of the individual.

Competence arises, develops, and manifests itself in activity. This necessitates the determination of the trajectory of the formation of a competent personality capable of independently constructing significant life prospects, planning the temporary organization of work and study activities, and, if necessary, being able to resist modern technologies that are being introduced into personal space. Despite the apparent simplification of many operations due to the introduction of computers and automated systems, the modern pace of life is characterized by a "lack of time" as never before. The acceleration of the pace of life, over-employment, the ability to perform

several unrelated operations using computer systems, an increase in the volume of information, and the need to adapt to new information resources, allow us to talk about a specific experience of time that was not typical several decades ago.

The success of an individual is determined by the number of tasks completed in a shorter time. Such a model covers both spatial characteristics ("unlimited possibilities", "life without borders", "failing in virtual space", etc.) and temporal ones ("the faster the better", "24 hours a day", "pay with your time", "time economy", "no free time", etc.). The combination of such spatial-temporal experiences becomes the most relevant. Objective changes in the socio-cultural, technological, and educational situation require a new approach to understanding temporality and psychological boundaries in their relationship. Chronologically, the time has not changed its counting, but the subjective content of this time, the specifics of the organization, content, and experience of time have become different (Bautista et al., 2024; Cáceres et al., 2020;).

The first aspect of the study of this problem should be a more in-depth study of temporal competence in the tradition of the socio-cultural paradigm. In modern psychological science, various aspects of the temporal perspective of the individual are studied by both domestic (Gardner, 1993; Mayer & Salovey, 1995).

Among the most important parameters of time, the following are distinguished: "chronotope" (Mayer & Salovey, 1993), "experience of time", "trading in time and space" (Leeper, 1970), "temporal perspective", "temporal attention" (Lemberg, 2013), "transpective" (Ribeiro & De Lima, 2022; Vásquez-Morán et al., 2024), "temporal tasks", "cultural age", "temporal competence" (Morin & Gewehr, 2020), "model of multiple temporal parameters", "self-transcendence of human existence" (Deci, 1996), "temporal extensions" (Diener, 2000), "subjective time", "timeless time" (Tversky & Kahneman, 1973), Temporal characteristics are studied in the context of professional activity (Lemberg, 2013), life path and life cycle studies, life prospects, studies of the "limit" and "deficit" of time, the study of the perception of time and some chronometric characteristics of a person, in solving management problems, self-realization, in the work of the brain, in connection with personal characteristics, the event concept of psychological time (Morin & Gewehr, 2020).

The problem of the research is caused by the need for theoretical understanding and definition of the substantive characteristics of temporal competence subject to measurement. The allocation of these measurable characteristics allows us to build a model of interrelated temporal

characteristics and psychological boundaries of the individual (correlation and cluster analysis, with the help of which the profiles of temporal competence with a set of qualitative characteristics are modeled).

Thus, the problem field is formed by a number of contradictions that have developed to date:

- between the need to identify the permeability of the psychological boundaries of the individual with different levels of functioning of temporal characteristics and the absence of psychological research in this area of knowledge at the present stage;

- between the stability (sustainability) of the educational environment over time and the rapid introduction of modern information technologies that change the pace and content of activity;

- between the possibility of temporal optimization of activity, ensured by the development of new information technologies, and the increasing requirements for the formation of new competencies in time management, imposed on the individual by the information society; - between the temporal organization of the psyche as a natural system and the temporal requirements for activity, i.e., between objective, socially required, normative time and subjective;

- between the need for research devoted to the targeted study of the relationship between dynamic temporal characteristics and psychological boundaries in adolescence, and the insufficient elaboration of this issue in modern conditions, developing social and educational practices.

The need to resolve the identified contradictions determines the relevance of our study.

The purpose of the dissertation research is to analyze the relationship between temporal characteristics and psychological boundaries of the individual in adolescence.

Object of the article: temporal competence of the individual.

Subject of the article: psychological boundaries of the individual.

Based on the identified contradictions and the problem of the study, a hypothesis was formulated about the existence of a relationship between the formation of psychological boundaries and the temporal competence of the higher education acquirer.

MATERIALS AND METHODS

The following set of methods was used in the article:

1. Theoretical – analysis of scientific literature on the studied concepts of psychological boundaries and temporal competence of the higher education acquirer; analysis of literary sources on the problem of standardization and adaptation of tests; formulation of the hypothesis and the purpose of the article.

2. Empirical. In the procedure of adaptation and standardization of the methodology, deductive methods were used to assess the indicators of central tendency and variability (minimum, maximum, sum, mean, asymmetry, excess, standard error) and inductive (Spearman coefficient, complexity index indicator (U), Mann-Whitney U criterion, Cronbach's α value. In the empirical study of the relationship between psychological boundaries and temporal competence, the following methods of mathematical statistics were used: Spearman's rs-criterion to identify the relationship between the parameters under study; cluster analysis (Ward and k-means methods) to identify groups of respondents similar in their characteristics of temporal competence; Mann-Whitney U-criterion to determine the differential characteristics of typological groups.

RESULTS AND DISCUSSION

The category of temporality and the socio-cultural focus of its study considers temporal competence as a substantive (qualitative) side of psychological time. In our study, we use the term "temporality" rather than "temporal competence" or "temporal perspective", since the term temporality (from English "temporality") means a specific relationship between time events and time characteristics, in their dynamics, the qualitative feature of which is determined by socio-cultural specificity. This material aims to study a qualitative attribute of the psyche - temporality as a certain topological property of time and its connection with the material world.

The need to study temporal competence in the context of the sociocultural paradigm is because following socio-economic, political, and cultural changes, the temporal subjective experiences of the individual, characteristic of this time, are transformed. What was characteristic of the last century, acquires a new meaning at present. This allows us to talk about a specific experience of time.

The theoretical model of temporal profiles in adolescence reveals the main temporal characteristics of adolescence taking into account the functioning of the boundaries of the personality of the modern socio-cultural orientation. The following spatio-temporal characteristics of adolescence are identified taking into account the socio-cultural orientation: delayed emotional experiences; lack of privacy while maintaining the nature of interpersonal interaction; use of

social platforms as the main sites of interactive communications; membership in the “real” virtual space; focus on assessing one’s own experiences by other people; features of thinking and functioning of mental processes, due to immersion in the Internet environment; the need to learn to handle free/personal time.

The results of the correlation analysis reflect the features of the relationship between psychological boundaries and characteristics of the individual’s temporal competence. It was found that basic time management skills and time competence, in general, are better, and the more pronounced the individual’s ability to select external influences is.

The obtained correlation coefficients indicate a direct relationship between the permeability of the individual’s psychological boundaries and characteristics that reflect ineffective use of time and unproductive organization of activities. The inability of the individual to maintain individual distance and observe psychological sovereignty is associated with the lack of goals in life. The permeability of the individual’s psychological boundaries correlates with a deficit of goal-setting and motivation, and the inability to prioritize when choosing tasks. A relationship was found between the permeability of the individual’s psychological boundaries and the general severity of the individual’s disorganization.

The correlation coefficients indicate a direct relationship between the permeability of psychological boundaries of the personality and the characteristics reflecting inefficient use of time and unproductive organization of activities. The permeability of psychological boundaries of the personality correlates with a deficit of goal-setting and motivation, fatigue, and passivity. A relationship was revealed between the permeability of psychological boundaries of the personality and the general severity of personality disorganization.

The presence of a close relationship between psychological boundaries and characteristics of temporal competence is confirmed by the results of the correlation analysis between the data obtained by the scales of the methods.

The values of the correlation coefficients indicate the presence of feedback between all analyzed indicators, therefore, the sovereignty of the psychological space, the balance between one’s own needs and the needs of others, and the optimal permeability of boundaries are related to a person’s behavior balanced in time, when the action of disorganizers has the least severity. This position is confirmed by correlation links between indicators characterizing individual dimensions of psychological space and personal time disorganizers.

Deprived psychological space of the personality is related to high expression of time disorganizers.

Unstable boundaries of the Self with a tendency to violate the sovereignty of another personality and permeable psychological boundaries of the personality are associated with a negative assessment of the past when the personality is unable to reconstruct experience positively, feels limited in receiving pleasure from life, and at the same time strives for something in the present. The attitude to the future is hopeless, it is considered predetermined, not subject to personal control. Selective flexible boundaries of the self and moderately permeable psychological boundaries of the personality allow us to assume that behavior in the present is determined by goals in the future and therefore is subject to reorganization, and correction for the benefit of the expected results.

The sovereignty of the psychological space as a whole and its dimensions correlate with the structure of the time perspective of the personality. The identified relationships are predominantly reverse: deprivation of the sovereignty of the psychological space as a whole, the sovereignty of the physical body, the territory of things, habits, social connections, and values are correlated with such factors as the “negative past”, “hedonistic present” and “fatalistic present”. The general pattern of the revealed inversely proportional relationships is that deprived, traumatized sovereignty is correlated with a generally negative attitude towards past events when even objectively neutral or positive events are subjectively reconstructed as negative and even traumatic.

Selective flexible boundaries of the Self correspond to a special attitude of the individual to his/her past, which is perceived as passive with a deficit of impressions, and actions, filled mainly with negative feelings and emotions, meaningless, poorly structured, and uncontrolled. The connection with the eventful reality of the past is broken, and the feeling of the personal significance of what happened is lost both in the cognitive and emotional aspects. The permeability, and subtlety of the psychological boundaries of the individual are interconnected with a predominantly negative assessment of the present.

The greatest number of connections are recorded between the parameters reflecting the sovereignty of various dimensions of psychological space and the factors characterizing the past. With the subjective experience/perception of temporality, most connections are formed by both the most basic needs that constitute human corporeality and the needs that implement self-transcendence.

The experience/perception is more positive and deeper, the more developed the sovereignty of the physical body,

the sovereignty of the time regime, and the axiological sovereignty. In general, a complex structure of relationships has been established between psychological boundaries and characteristics of the individual's temporal competence, the nature of which largely confirms the assumptions made based on theoretical analysis and is one of the grounds for considering psychological boundaries as a measurable attribute of the formation of the individual's temporal competence.

We also conducted a comparative analysis of the parameters of psychological boundaries of respondents with different types of temporal competence, possessing the following characteristics:

diffuse temporal competence in adolescence correlates with multidirectional characteristics of psychological boundaries: well-formed internal boundaries of the psyche, insufficient ability to maintain distance in interpersonal relationships, high privacy of the space of material objects, freedom in constructing one's time and choosing activities; constructive (balanced) temporal competence is combined with the most developed ability to maintain individual distance in relationships, preserved boundaries of the psyche, and a moderately sovereign psychological space; destructive (unbalanced) temporal competence corresponds to difficulties in maintaining boundaries internally and in interpersonal relationships, characteristics of a deprived psychological space.

Results:

1. Temporal competence and psychological boundaries of the individual are considered taking into account the socio-cultural vector. The theoretical analysis revealed how the activity is filled with new spatial-temporal characteristics (the impossibility of complete information privacy, blurring of the boundaries of educational activity/free time, etc.). The spatial-temporal characteristics of adolescence were identified taking into account the socio-cultural orientation.

2. Temporal competence is defined as the possession of time planning and self-organization skills, a sense of the inseparability of the past and the future, prioritization in choosing an activity, the flexibility of communication time frames, rational distribution of the daily routine and the ability to adjust it depending on the conditions.

3. The empirical study adapted the foreign methodology of Hartmann's "Psychological Boundaries of the Personality" ($n = 627$), which ensures its reasonable application in solving research and diagnostic problems.

4. It was empirically established that in adolescence there is a complex structure of relationships between

psychological boundaries and characteristics of the temporal competence of the individual ($n = 246$). It was found that permeability and deprivation of psychological personality boundaries correlate with a deficit of goal-setting, the general expression of personality disorganization, and a general negative attitude toward past events. The formed sovereignty of psychological space is interconnected with the meaningfulness of life, maintaining a temporary routine, and emotional stability in conditions of time deficit. Thus, it was established that the experience of time is more positive and deeper, the more developed psychological sovereignty and formed (non-deprived) psychological boundaries are.

5. The existence of significant differences in adolescents in terms of time organizers, personal competence, and individual time perspective has been proven. The relationships between variables reflecting human behavior in time, their ability to correlate personal time and the time of other people, and the characteristics of an "unbalanced time perspective" have been identified.

6. A model has been developed that includes three profiles: a personality with constructive (balanced), diffuse, and destructive (unbalanced) temporal competence ($n=246$). Differential characteristics of groups with different profiles have been determined and the parameters of psychological boundaries that determine the profile of temporal competence in adolescence have been identified.

CONCLUSIONS

The temporal dimension of the psyche is a mobile social construct dependent on social, technological, and cultural changes, which allows us to consider psychological boundaries as the ability of the psyche to flexibly integrate into socio-cultural changes through the spatio-temporal category.

A complex structure of relationships associated with time management skills, planning, and dimensions of psychological sovereignty is established between psychological boundaries and characteristics of the higher education acquirer's temporal competence.

Adolescents with different types of temporal competence (constructive (balanced), destructive (unbalanced), and diffuse) show significant differences in modal and substantive characteristics of psychological boundaries, attitudes towards time, and the ability to cope with time disruptors.

The reliability and validity of the obtained results were ensured by the methodological substantiation of the theoretical basis of the study, the comprehensive use of methods adequate to the goal and objectives, the object and

subject of the study, including mathematical-statistical and qualitative methods and methods of processing and analyzing data, the representativeness of the sample; the correlation of theoretical provisions with the results of the experimental study; careful planning of the study.

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