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Factors that predict the feministic identity dimension of Latvian females

SUMMARY

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General characterization of the thesis

The Latvian society is now in a state of constant change, which is dictated by economic, political and general globalization circumstances. Also the self-evident social institution which exists in society- the family is influenced by the same circumstances as society in general and these circumstances determine the instability and fluidity of the family's setting, for, as it is shown by Ārija Karpova (2006), the family is a „cell” of society. This instability and fluidity also influences the person that grows and develops in a family. Every member of a family has its own role and functions and these roles are determined by social norms and stereotypes that have since ancient times defined what roles in society and family are filled by the male and the female.

From the aspect of Religion, there are virtues and certitude in Christianity, Islam and Buddhism that show the hierarchy of family relationships and create a scale of human virtue systems. Those are included in philosophical religious literature, for example, the Bible and Quran „To the woman he said, I will greatly multiply thy sorrow and thy conception; in sorrow thou shalt bring forth children: and thy desire shall be to thy husband, and he shall rule over thee” (Bible, 1991: 7), „... men are a step above women” (Quran, 2011: 36). This system of virtues shows the male superiority over females.

In the majority of religions the female is prohibited from becoming religious – pastors, priests, archbishops or lamas (for example in Buddhism), but it is said that all are equal in front of the Lord. Maitra (Maitra, 2013) shows that Buddhism supports feminist ideas, it's for social equality, against oppression and violence.

Historically the roles of male and female in a patriarchal or matriarchal family model have been strictly defined. By conducting a certain ritual the male or the female identify themselves as man- husband, father; and woman- wife, mother. Fromm (Фромм, 2006; Фромм, 2009) shows that humans have a natural tendency to yearn for a mother's lap, which is a known and safe setting and that is a metaphorical description of the matriarchal system. But at the same time he shows that the matriarchal system blocks the development of the male's individuality and mind. In the patriarchal model the male has the leading role.

At this point the definitive borders of gender roles in the world are diminishing and the contingent of feminism are fighting for the equality of genders in all areas of life, while also showing that the role of the female is not to care for the household and children, because the male can do it just the same, that same-sex marriage is equivalent to traditional marriage. It is a known fact that

since 2011 in the US official documents don't use the word mother or father but instead use „parent No.1” and „parent No.2” because of same-sex marriages the children feel discriminated against because they have two fathers and no mother and vice-versa. For example in the US in 2005 there have been 300 000 children that have lived in same-sex marriages and officials point to gender identification- mother and father are in conflict with the reality of today (Delfi, 2011).

Feminism is a social-political movement, with the goal to secure all rights of citizenship for females (Kramarae and others, 2000), a philosophy, an ideology, a policy (Grant, 1993), a research area of psychology (Downing & Roush, 1985). Feminism is a practice, perspective and process, and in the middle of the feminism theory is the *gender* and how we look upon the world from this point (Tarrant, 2008), also feminism is a social movement that looks for equal opportunities for all humans, despite their gender. The goal of the Feminism movement is to change models, that have lead against *gender*, race, class and sexual orientation and the main end-goal is to disrupt and end the oppression of women (Tarrant, 2009).

Possibly next to Economical factors, it is the role of females— historically traditional or modern roles, where one can find the source, why Europe now has high popularity for the Feminism movement and in Latvia, which is now part of the EU, can be seen a fast decline in birth, for example in 1991 people in Latvia, age 0- 14 were 21,5% but in 2011 only 14,2%, but people age from no 65 and older in 1991 were 11,8%, but in 2011 were already 18,4% . Whereas in Turkey young people, age till 14in 2011 were 25,6%, but people older than 65 years were 7,2% (Eurostatistika, 2013). European families have mostly one or two children in rare situations more, but in Arab countries, where Feminism is mostly an alien concept, families have five and more often even more children. Judging by statistics Europe is „getting older” – birth rates are lower than death rates (Eurostatistika, 2013) but distinctive patriarchal (Muslim) culture countries are „becoming younger” and in those countries the number of people living there increases.

Serova (Серова, 2001) points out that a female, who has achieved her wellbeing and is independent from the wealth of a man or husband, isn't oriented towards family bonds and commitment. These women live a free life and are in free relationships with men, which often there are a lot. These females life for their wellbeing and prosperity and if they want self-realization, they can achieve it fully. Although they don't possess the most important thing that a “house woman” has – a family and a person (husband) who can support her in a difficult moment, they don't have children. They are alone with their problems and suffer from attachment disorder, because they don't need anyone for prolonged periods of time and they themselves are not needed by anyone (Серова, 2001).

As shown by the Russian researcher Ilyin (Ильин, 2010), the problem of today is the female need of self-realization, leaving the mother's role in second place. As a result there is the loneliness of many females in family life or even the lack of a family. A similar conclusion has been reached at the end of the 20th century by Valdez and Gutek, who discovered that leaders-females are not married in more occasions than females in a not-leading position. The higher the position, the higher qualification it demands, the higher is the number of females in this group that don't have children and the number of these females that have more than one child is even smaller (Valdez & Gutek, 1987).

The Feminism movement grasps an even bigger role in society, influencing social-economic, political and other processes of society and social institutions. Ozhigova (Ожигова, 2009) directs to the source-idea of Feminism, that it is this theory and its core-idea about renouncing bipolarity towards man as a biological or social category.

Parallel to Feminism as a growing political movement, emerges the Antifeminism movement, with the goal to preserve the historical roles of the male and the female. It should be noted that Feminism has many sub-areas, for example the socialist, radical, lesbian feminism, liberal, among others, Feminism, that sometimes fights against other Feminism (Grant, 1993).

Since the creation of Feminism there has been the scientific question about the female identification with Feminism and what psychological processes are tied with it (Fischer et al., 2000), why some females identify themselves with feminists, others support the ideas of Feminism, but see themselves as feminists and others think that it is more important to preserve the ancient and stereotypical roles of the males and the females. What are the factors that determine the need for females to choose the feminist identity?

It would therefore be useful to determine what is the feministic identity of Latvian females and what does it bode, knowing that Latvia has been part of the USSR for many years and that many generations grew in surroundings that had a Constitution (Constitution of the Union of Soviet Socialist Republics, 1983), which was a fundamental law, that dictated that males and females had equal rights to go to work, rights to vote and be voted, because the male and the female were USSR citizens, but next to that females also were given social relief.

Brokane (Brokāne, 2007) shows that *gender* awareness can be divided in 3 stages in Latvia, the first one beginning in 1918 when females received citizenship rights. She shows that true democracy is possible with a change of the patriarchal model in society, but at the same time notes that society feels safer in a patriarchal model, although during this time female political and social life has been marginal. Brokane writes that even during the USSR the patriarchal model was present and males

still had bigger authority and decision-making power, but since 1991 there have been many processes in the new society that construct the social status of males and females (Brokāne, 2007).

Even during the Latvian SSR the doctor, sex pathologist, psychotherapist-psychoanalyst Zālītis (Zālītis, 1981), who in Latvia emphasized sex education and the importance of love to young people giving special attention for the family and partnership and its importance in the further development of a person. He writes about a patriarchal family model: „There was obedience, uncertainty in father's speech. He doesn't decide himself, he refers to his wife. Meaning that the determinant one in the family is the wife, but that means that the family is in disharmony, without love (a woman can only love a strong man, upon who she can rely, not the other way around. In this kind of family the emotional life of children cannot develop properly” (Zālītis, 1981: 34).

Today in Latvia there are actual questions (that are severely criticized and fought against by representatives of religious groups) about gender identity and gender equality – books „Diena, kad Kārlis bija Karlīna” (*“The Day when Karl was Caroline”*), „Diena, kad Rūta bija Rihards” (*“The Day when Ruth was Richard”*), „Bērnudārzi, kuros ir vieta PēpiņPrinčiem un PirātPrincesēm” (*Kindergartens with a place for PippiPrinces and PiratePrincesses”*) (Apollo, 2012), that achieved big resonance and multitude of opinions in society, which is why in this context the research of feministic, female and gender identity content in the modern Latvian surroundings is very important.

Einhorn and Sever (Einhorn & Sever, 2003) show that there exists a big difference in feminism political movement and development of feminism identity in countries that have been socialistic-oriented but are now oriented democratically, for example Poland, Yugoslavia as well as western-Europe countries and the US.

Recent enquiries about young Australians have shown that females more than males picture their future with relationships, children and career. Some young females want to find the perfect partner, want children, a successful career and free time (Whitty, 2001), although careerism can be more directed to a masculine (Marsh & Myers, 1986) identity description.

Before beginning this research there were feasibility studies done, using the narrative research method about young people's future dreams and hopes (Whitty, 2002), to determine if young females', ages 18 to 27, dreams and expectations about their future have typical feministic identity characteristics. The research (see chapter about the quality research) showed that young people's narrative future identity shows feministic identity characteristics, which at the same time shows that young Latvian females have actual questions connected with feministic identity.

Although there is no universal definition for identity, Erikson's (Eriksons, 1998) identity concept is comprehensive enough, it is the answer to the question „What am I?” While searching for answers Erikson (1998) points out that a person can reach a point of identity crisis. Human

identification with a social group is described by the social identity theory (Tajfel, 1969, 1974, 1982; Tajfel & Turner, 1986, 1979).

In this enquiry, using the feministic identity development scale (Bargad & Hyde, 1991), the feministic identity of females in Latvia will be researched. In literature it is pointed out that the feministic identity is the female's collective identity, which encompasses in itself the accepted attitude and self-identification with a feminist (Eisele & Stake, 2008).

In this research there will be an analysis of literature to determine how the female identity is understood (Helms, 1993, 1990; Gurin, 1985; Gurin & Townsend, 1986; Josselson, 1996, 1987, 1973 et al.), because the female's identity must be separated from the feministic identity because feminists can be both male and female, gender identity and *genderidentity* will be analyzed as well (Ильин, 2010; Bandura, 1986; Masters, 1979; Mischel, 1970; Bisaria, 1985; Maccoby, 1974; Weitzman, 1979; Cass, 1979; D'Augelli, 1994; Becker, 2008; Condor, 1984), because gender identity is connected more with human biological belonging to a specific gender, but *genderidentity* – with psychological belonging. It will help to distinct between feministic identity's psychological content from the genderidentity and *genderidentity*.

Most well-known representatives of the feministic theory are Downing, Roush, Horni, Paludi (Downing & Roush, 1985; Хорни, 2009; Paludi, 2002) and others. The development of female feministic identity influencing have been researched by scientists, such as Liss, O'Connor, Morosky, Crawford, Roy, Weibust, Miller (Liss & Erchull, 2010; Liss, O'Connor, Morosky, & Crawford, 2001; Roy, Weibust, & Miller, 2007) and others. Although the Feminism movement in the world, especially in Europe and the US is popular, however in scientific literature there wasn't research found about the role of family environment and the identity crisis in predicting female feministic identity dimensions.

Also in Latvia there have not been such research done, that is why it is important to adapt such proper research methods in Latvian environment so that one could explore and deeper understand the feministic identity as a psychological phenomenon in Latvia.

During this research methods were adapted for family environment research in Latvia's cultural setting, for exploration of the identity crisis and feministic identity, research done about the connection between the female feministic identity, satisfied with the family, family setting and identity crisis and to create models for predicting feministic identity dimensions.

The scientific novelty reasoning and theoretical importance of the research:

Earlier research about feministic identity and the feminist identity model, made by Downing and (Downing & Roush, 1985), has earned some criticism from scientists that it doesn't grasp all feministic identity value dimensions (Bargad & Hyde, 1991), and that it has other shortcomings

(Henderson-King & Stewart, 1997; Hyde, 2002; Moradi & Subich, 2002^a). Later, by completing the Downing and Roush model, Bargad and Hyde (Bargad & Hyde, 1991) developed the feministic identity scale, reducing Downing's and Rosh's methodical point count and trying to mirror the feministic identity development in dynamic stages.

However even the Bargad and Hyde model is criticized for not having enough arguments for the sequence of feministic stages (Hansen, 2002), Good (Good et al., 2000) points out that the psychometrical criteria aren't fully realized, after which the said stages are divided, because during a factor analysis Good and his colleagues made a 14-factor model, but Bargad and Hyde had divided only 5 factors, after which the feministic identity model was made.

It is also unclear how even the Bargad and Hyde model works in general population, because this model has been developed in a specific setting; they created the model and approbated it with female university students, who were doing woman studies (Bargad & Hyde, 1991) in programs oriented at feministic identity development and improvement, but it is unknown how this model works for other university students- females, in this case Latvian female university students.

That is why the scientific novelty and theoretical significance expresses itself in the following activities and results:

- A more precise concept of feministic identity in context of social psychology.
- These research instruments, translated in Latvian and adapted for the Latvian setting:
 - 1.Feministic Identity Development Scale (FIDS), (Bargad & Hyde, 1991);
 - 2.Satisfaction with Family Life Scale (SWFL), (Zabriskie et al., 2003);
 - 3.Family Environment Scale (FES), (Moss & Moss, 2009);
 - 4.Identity Distress Survey (IDS), (Berman, Montgomery & Kurtines, 2004);
 - 5.Narrative method of young people's future dreams (Narrative approach, Whitty, 2002).
- Research about feministic identity in social psychology started in Latvia.
- Created feministic identity dimension prediction models.

Practical use:

As a result of this research the received interconnection about female feministic identity and family setting, family life, identity crisis and social demographic indicators, as well as feministic identity dimension predicting models will be useful for other researchers to deeper explore the feministic identity in connection with other factors. Psychologists, psychology students psychotherapists will have useful and practical new research instruments that are adapted in Latvia: feministic identity development scale, the scale of satisfied with family life, the family setting scale, identity crisis scale and the narrative method about young people's future dreams.

Psychologists and psychotherapists in their consultative work will be able to practically use the findings and results of this research, so that they can help people with their psychological problems ever more professional, to raise the level of satisfaction and help them become happier in their families and society.

Goal of research: to explore Latvian female feministic identity dimension predicting factors

Object of research: female feministic identity

Subject of research: Predicting factors of Latvian female feministic identity dimension

Questions of research:

- 1) What is the content of Latvian female feministic identity?
- 2) What is the relevance between female feministic identity and their a) sociodemographic indicators, b) satisfied with family life, c) real and ideal family setting, d) satisfied with the family setting, e) identity crisis?
- 3) What is the relevance between female satisfied with the family setting, family life and identity crisis?
- 4) What sociodemographic (*age, nationality, nationality of parents, speciality, children, marital status, brothers/sisters, living and residence, parent's marriage, number of higher education*), family setting (*satisfied with family life, real family settings, ideal family settings, satisfied with family setting*) and identity crisis variables predict the dimensions of feministic identity?

Extra questions are connected with the onset adaption of research instruments:

1. What are psychometric indicators of *Feministic Identity Development Scale*, (Bargad & Hyde, 1991) that has been translated into Latvian?
2. What are psychometric indicators of *Satisfaction with Family Life Scale*, (Zabriskie et.al., 2003) that has been translated into Latvian?
3. What are psychometric indicators of *Family Environment Scale*, (Moss & Moss, 2009) that has been translated into Latvian?

4. What are psychometric indicators of *Identity Distress Survey* (Berman, Montgomery, & Kurtines, 2004) that has been translated into Latvian?

Tasks of research:

- 1.To analyze the psychological literature about the feministic identity, identity crisis, family setting, creating theoretical reasoning for understanding the feministic identity.
- 2.To develop the empirical research methodology, design and program, to select and adapt research instruments.
- 3.To perform the qualitative research about differences between 1. year male and female university students' future dreams and goals.
- 4.To perform the quantitative research about the connection between female feministic identity sociodemographic indicators, satisfied with the family setting, value of family setting, family setting value system and identity crisis.
- 5.To perform a linear regression multi-factor analysis, which determines statistically important feministic identity predicting factors and to create predicting factor models.
- 6.To gather, analyze and interpret the empirical results gained during the quality and quantity research.
- 7.To draw conclusions about the research.

Research instruments:

Quantitative data gathering methods:

1. Feministic Identity Development Scale, (Bargad & Hyde, 1991).
2. Satisfaction with Family Life Scale, (Zabriskie et al., 2003).
3. Family Environment Scale, (Moss & Moss, 2009).
4. Identity Distress Survey, Berman, (Montgomery & Kurtines, 2004).

Qualitative data gathering method: Narrative approach, (Whitty, 2002).

Data analysis methods:

For the qualitative research: thematic content analysis (Kropļijs & Raščevska, 2004; Willig & Stainton-Rogers, 2008; Pipere, 2011). For the quantitative research: descriptive statistics methods, factor analysis: main factor method, Pearson's Correlation Coefficient, Spearman's Correlation Coefficient, Cronbach's alpha, latent profile analysis, ANOVA, correlation analysis, Kolmogorov-Smirnov test, Kruskal-Wallis test, linear regression analysis, confirmatory factor analysis.

Used data processing applications: SPSS 19.0 , Mplus application 7.0. , Microsoft Excel.

Research selection: The research selection consists of 1031 respondents.

Qualitative research selection: In the narrative research partook 30 1st year students – 15 males un 15 females ages from 18 to 22 years (M=19,7; SD=0,87) from two Latvian universities and

two Latvian regions (Rīga and Vidzeme).

Instrument adaptation selection: The first adaptation selection consists of 500 respondents (university 1st year, middle school un gymnasium senior years) ages 18 to 27 years (M=18,8; SD=1,19), divided by gender: 270 males (M=18,9; SD=1,41) and 330 females (M=18,75; SD=1,06). The second adaptation selection consists of 542 respondents (only females) ages 18 to 67 years (M=21,5; SD=5,01), but to raise the validity of the research respondents ages 28 to 67 years were excluded (N=41) (M=35,88; SD=8,032) leaving 501 females ages 18 to 27 years (M=20,33; SD=1,94).

The retest selection of the research: 30 respondents – university 1st year females.

Core-research selection: The selection consists of 501 female students ages 18 to 27 years (M=20,33; SD=1,94) from five Latvian university 1st years, covering all five of Latvia's regions: Rīga, Latgale, Kurzeme, Vidzeme, Zemgale.

Duration of research: Research began in 2010 and has been conducted in multiple stages:

1st stage (from 2010 till 2011): selection of literature and analysis of feminism, feministic identity, gender identity, *genderidentity*, identity, social identity, identity crisis, family.

2nd stage (from January 2011 till August 2011): recognition of problem, by conducting the qualitative research about young people's future dreams, in context of feministic identity.

3rd stage (from August 2011 till January 2012): selection of appropriate instrument selection and receive permission from authors to use in the research.

4th stage (from January 2012 till May 2013): research instrument adaptation.

5th stage (from March 2013 till May 2014): research data gathering, processing, analysis and interpretation, processing of finished Dissertation.

Defense of Thesis:

1. Among the Latvian female selection, more common are females with feministic identity dimensions, who show support for the set goals of the Feminism movement to fight for *gender* equality, but less common are females that support the historically accepted male and female *genderroles*.

2. There is interconnection between Latvian female feministic identity dimensions and its sociodemographic indicators, satisfied with family life, real and ideal family setting, satisfied with family setting and identity crisis:

a) Revelations and synthesis for the dimension are mostly given preference by the next elementary school teachers and females, who receive their first higher education. Equivalency for the dimension is mostly given preference by the next elementary school teachers and females with children, female Latvians, whose mother is Latvian. Active feminists give preference for the dimension mostly by prospective psychologists, special education teachers and speech therapists,

as well as female respondents with an older brother or brothers. Differentiation for the dimension are mostly given by females born in the marriage model – mother's first, but father's second marriage.

- b) The indicator for satisfied with the family life has a positive relation with the feministic identity dimension *Differentiation*.
- c) In the real family setting there exists an interconnection between all five feministic identity dimensions and the family's morally religious orientation (it is negative with the Equivalence dimension). There is a connection between control in the family and the feministic identity dimensions, which show support for the set goals of the feministic movement, which is fighting for *gender* equality (Anger and caution, Revelation and synthesis and Active feminist). Anger and caution, as well as the Active feminist dimensions show negative, but the Equivalency dimension – a positive correlation with independence in the family. The Active feminist and the Equivalency dimension shows positive, but the Differentiation dimension – negative correlation with the family's intellectual-cultural orientation. Revelation and synthesis and Differentiation dimensions show a positive correlation with the organization in the family setting, the Differentiation dimension shows positive correlation with collaboration and negative correlation with conflicts in the family setting, the Active feminist dimension shows positive correlation with the family orientation to active recreation and achievements.

- The ideal family setting, which females picture in the future, defines negative correlations between Emotional depression and Anger and caution, Differentiation and Active feminist dimensions and positive correlation with the Equivalency dimension. The Equivalency dimension shows positive, but the Active feminist dimension – negative correlation with collaboration, active recreation in their future family life. The Equivalency dimension shows negative, but the Active feminist dimension – positive correlation with conflicts in the family setting. The Equivalency dimension shows positive, but the Differentiation dimension – negative correlation with the family's intellectual-cultural orientation. Positive correlation has been discovered between the Revelation and synthesis dimension and morally religious orientation, organization and control, as well as between the Differentiation dimension and morally religious orientation. The Active feminist dimension shows positive correlation with control in the future family.

- d) Indicators of satisfied with the family setting, collaboration, active recreation and the emotion expression area is positively correlated the feministic identity dimensions Revelation and synthesis, Active feminist and Differentiation. The Differentiation dimension is furthermore negatively correlated with satisfied and with conflicts, but the Equivalency dimension is negatively correlated with satisfied and with emotional expression and organization in the family. Positive family

wellbeing is correlated with Differentiation and Active feminist, but negative family wellbeing – with the Equivalency dimension.

e) With increased support for feministic opinions and growing readiness to take part in the defense of feministic ideals, the indicators that point towards the state of identity crisis also increase, but, in lowering the identity crisis, the stereotypical female and male role acceptance and recognition increases.

3. By researching the correlation between female satisfied with the family setting, family life and identity crisis, it has been determined that increased discontent with control, conflicts in the family setting, the collective identity crisis, duration of crisis and the problem weight indicators increase. With increased satisfied with the cooperation of family members, independence, orientation towards intellectual-cultural values, achievements, collective identity crisis and identity problem indicators decrease. With increased satisfied and emotional expression, the identity problems connected with long-term goals decrease.

4. Models of feministic identity dimensions Differentiation and Equivalency, which describe females who support stereotypical gender roles, are mainly predicted by sociodemographic indicators and family setting variables, but Active feminist, Anger and caution, Revelation and synthesis dimension models, which are correlated with active feminism ideas, are mainly predicted by the variables of family setting and identity crisis.

Research result approbation:

Publications:

Dombrovskis, A. (2013). The family environment, satisfaction with family life and identity crises of female university students. *ATINER'S Conference Paper Series*, No: PSY2013–0540, 5–17.

Pipere, A., & Dombrovskis, A. (2012). Future dreams and hopes of prospective professionals: The effect of gender and speciality. *International Business: Innovations, Psychology, Economics*, 3, No 2(5), 44–59 (EBSCO).

Dombrovskis, A. (2011). Studentu feministisko identitātes iezīmju izpēte izmantojot naratīvo pētniecības metodi. *Sociālo zinātņu vēstnesis*, 5. – 13.lpp. (GESIS SocioGuide)

Dombrovskis, A. (2012). Apmierinātības ar ģimenes dzīvi skalas izmantošana ģimenes vides izpētei Latvijā. Rakstu krājums „*Sabiedrība. Integrācija. Izglītība*”, Rēzeknes Augstskola, ISSN 1691–5887, 71.–78.lpp.

Performance at conferences:

1. Dombrovskis, A. (2011). The future dreams and hopes of first year students comparing gender differences in the context of feminism. *The 12th European Congress of Psychology*, Istanbul, Turkey, July 4 – 8.

2. Dombrovskis, A. (2013). Family environment, satisfaction with family life and identity crisis in university females. *The 7th Annual International Conference on Psychology*, Athens, Greece, May 27 – 30.
3. Dombrovskis, A. (2013). SWFL Adaptation in Latvia: Satisfaction with family life and development of feministic identity in young women, EAPA, *The 12th European Conference on Psychological Assessment*. Donostia– San Sebastian, Spain. July 17 – 20.
4. Dombrovskis, A. (2013). IDS and FIDS adaptation: An identity crisis and the development of feminist identities among university females, EAPA, *The 12th European Conference on Psychological Assessment*. Donostia – San Sebastian, Spain, July 17 – 20.
5. Pipere, A., & Dombrovskis, A. (2013). Future dreams and hopes of prospective professionals: The effect of gender and speciality. *The 13th European Congress of Psychology*, Stockholm, Sweden, July 9 – 12.

Attached materials:

1. Attachment. Descriptive statistics of adaptation selected sociodemographic data
2. Attachment. Descriptive statistics of adaptation selected male sociodemographic data
3. Attachment. Descriptive statistics of adaptation selected female sociodemographic data
4. Selective sociodemographic data from the core-research
5. Adaptation results from the identity crisis survey
6. Adaptation results of the survey „Scale of satisfied with family life”
7. Adaptation results of the survey „Scale of feministic identity development”
8. Adaptation results of the survey family setting scale- „the real setting” subform
9. Adaptation results of the survey family setting scale- „the ideal setting” subform
10. Results of the qualitative research
11. Results of the core-research
12. Examples of instruments used in the research

THE CONTENT OF THE DISSERTATION

The dissertation contains an introduction, a theoretical section, a section on empirical research, conclusions, a bibliography and an appendix. The theoretical section offers analysis of feminist identity and related concepts such as identity, identification, the development of identity, social identity, feminism, gender identity, female identity, humanistic identity and family. The empirical section discusses the research programme, its methodology and design, the instruments used in the research, an

extensive description of how these instruments were adapted, a qualitative study of gender differences when young people discuss their future hopes and dreams, a quantitative study of factors which can be used to predict the dimensions of women's feminist identity, the results of the study, the interpretation of the results, and conclusions.

The dissertation, not including the bibliography and appendices, is on 141 pages, with 363 sources from the literature, eight images and five tables. There are twelve appendices in a separate volume of 370 pages.

Theory

The theoretical ideas that are analysed in this section of the dissertation can lead to conclusions and a formulation of empirical research questions.

The author found that the field of psychology remains interested in identity. This area of research in psychology began with James (see Erikson, 1998), but Erikson was the first to define the concept of identity as a subconscious process that merges the individual into a single whole, forms links between the individual and social world, and presents an answer to the question "Who am I?" (Erikson, 1998). Others who have studied contextual issues in relation to identity include Jung (1945), who represented the analytical approach, Kelly (1963), who supported the idea of personal constructs, Mead (1992), who represented the approach of social interactionism, Diekmann (2007), who explained identity from the perspective of role theory, as well as others such as Josselson (1996), Goffman (1959), Sedikides and Brewer (2001), and Tajfel and Turner (1979). Each of these authors represented different positions, traditions and theoretical priorities. This has led to a situation in which there is no single explanation or definition of the concept of identity.

The first approach utilised by the author was the Waterman explanation of identity – that identity is and is shaped by human values in life, as made up of self-determination elements, the selection of goals in life, and the values of beliefs which the individual observes during his or her life (Waterman, 1985). Sedikides and Brewer (2011) argue that the current approaches toward explaining identity tend to focus on one of three levels of definition – the individual level, the relationship level, and the collective level.

Erikson (1998), Mead (1992), Kelly (1963) and Josselson (1996) have written about the role of the social environment in defining the concept of identity, while Goffman (1959) and Tajfel and Turner (1979) have argued that identity is a whole with two dimensions – personal identity, which is characterised by self-perception, and social identity, which is characterised by one's perceptions in relation to the surrounding social environment.

Identity is not static, it changes throughout one's life (Erikson, 1998; Whitbourne, 1986;

Breakwell, 2010). Erikson argues that identity begins at the place where identification is no longer of use (2008). In analysing the development of identity and factors which affect these, there are two separate, but important processes. One is identification (Freud, 1925; Erikson, 2008, 1998; Hall and Lindey, 1970), which is a component of the process of forming identity, and the development of identity, as described by Erikson (1998), Whitbourne (1986), Breakwell (2010), Konrath (2007), Chickering and Reisser (1993), Giele (1982), Marcia (1966, 1980), Jung, 2008, 2009, 2009a, 2010), and other scholars. There are two approaches in analysing the development of identity – the step-by-step or phase approach and the time approach.

This study makes use of the approach designed by Erikson (1998), which reviews the development of identity as a process that is linked to specific ages of people, as well as the identity model proposed by Marcia (1996, 1980), which separates out statuses in the development of identity – a moratorium, achievement or maturity of identity, diffusion, and limitation or pre-determination. This is because the study of women's identity will involve an analysis of the Josselson model for the development of women's identity (1996). It, in turn, is based on the identity development model of Marcia (1980, 1996), which is itself based on a modification of Erikson's identity development model (1998).

There are two levels of identity – the personal (individual) level, and the social (collective) level. The collective level of identity applies to a person's identification with a group or the social categories to which the group belongs. The individual awards importance to these groups and categories in accordance with the way in which he or she feels when identifying with these groups, their ideologies, and their attitudes (Ashmore, Deaux and McLaughlin-Volpe, 2004; De Fina, 2007; Tajfel and Turner, 1986; van Zomeren, Postmes and Spears, 2008). Collective identity can also be explained as belonging to a social group or category, and this can also include one's race and ethnic belonging (Taylor, 1997; Cross, 1971; Helms, 1993; Phinney, 1990), nationality (Schildkraut, 2005, 2007), religion (Cohen, Hall, Koenig and Meador, 2005), a gender group (Bussey and Bandura, 1999; Jones, 1997; Josselson, 1987), or sexual orientation (Cass, 1979; D'Augelli, 1994). It can also relate to feminism (Downing and Roush, 1985), or a small group such as a family or a set of colleagues at work (Haslam and Naomi, 2011; Scabini and Manzi, 2011).

Every person can have multiple social identities (Stryker and Burke, 2000). This depends on the number of groups to which the individual feels a sense of belonging, and although most people are members of many different groups, not all groups are of equal importance (Deaux, 2001). Social identity is linked to the behaviour of groups of people, intersecting groups and the people therein – behaviour such as ethnocentrism, biases within the group, the group's solidarity, discrimination inside the group, appropriateness, normative behaviour, stereotypes and biases (Hogg and Vaughan, 2008).

Social identity is a malleable and dynamic process (Deaux, 2001).

The theory of social identity and the theory of self-categorisation when establishing an approach toward social identity help to explain why people define themselves as members of various social groups (Reicher, Spears and Haslam, 2010). The development of social identity involves self-categorisation and comparison (Hogg and Abrams, 1998). The self-categorisation involves the perception and emphasis of similarities between oneself and other members of the group, as well as perceived and accented differences between oneself and other members of “external” groups. Comparison emphasises dimensions which improve one’s self-evaluation. It is particularly important to increase self-respect, and this occurs when internal and external groups are compared and the internal group is viewed positively while the external one is viewed negatively (Hogg and Abrams, 1988). The more important this social identity to the individual, the more closely does that person feel linked to the group, and the more powerful and distinct are the biases of such people (Crocker and Luthanen, 1990). Social identification of women, in accordance with the theory of optimal distinctiveness (Brewer, 2007) is important in improving self-evaluation and subjective well-being.

Because the development of identity is linked to a change in one’s psychological processes, sense of well-being and comfort, the author has analysed the concept and content of crises in identity.

Freud (in Hall and Lindsey, 1970) and James (see Erikson, 1998) argue that the development of identity is based on aspects of internal tensions. Erikson (1998), Waterman (1985) and Marcia (1980, 1966) point to a crisis situation in identity as a component of the development of the identity, because such crises can appear at moments when people find themselves in conflict with their own self-representation (Terry, Sweeny and Shepperd, 2007). This is particularly true among university students, because the lives of people who are between 18 and 25 years of age are full of change. Such people must study their new future opportunities when it comes to relationships, jobs and political orientations, and they must identify their goals in life (Arnett, 2000). As Hernandez has argued, crises of identity are more distinct specifically among women. He found that women with identity problems also point to statistically significant results in relation to indicators of antisocial behaviour and spiteful behaviour (Hernandez, et.al., 2006).

If the theoretical analysis is exported to women, then it has to be said that social identity is an inalienable, but malleable and dynamic component of the identity of women who live in a social environment. Women can have multiple social identities in accordance with the number of social groups or categories with which they identify themselves. A social identity can develop slowly and during a longer period of time. This creates frustration about the unclear social identity that is created by the “battle” between two opposing social identities. Changes in social identity, however, can also happen in a quick and simple way – an old social identity can be replaced with a new one.

Thus the development and shaping of the personal and social identities of women involve a lack of clarity about identity, as well as crisis situations in relation to same. These are shifting conditions that can occur repeatedly during a woman's life, and the ability of a woman to overcome them depends in large part on support from her family and her social environment. Women tend to have more distinct identity crises when it comes to future prospects in terms of relationships, jobs, political orientations, life goals, sexuality, religion, morals, and social groups which they wish to join. Each woman is automatically part of the large group of women, but not all women have an equal subjective feeling about belonging to that group. Women who are more likely to identify with the group of feminists will more accept the group's norms, depersonalise their identities, and fully accept the feminist group's values, stereotypes and biases. They will accept these as their own, and because of this, they will change their behaviour and come to the conclusion that non-feminist groups are hostile or dangerous.

Analysis of the development of feminism shows that it is a social and political movement aimed at providing women with all civil rights (Kranamare, et.al., 2000), a philosophy, an ideology and a policy (Grant, 1993), and an area of scholarly research in the field of psychology (Downing and Roush, 1985). Feminism is a practice, prospect and process, and gender is at the centre of the feminist theory, as is the fact that it is from this perspective that people look at the world (Tarrant, 2008). The aim of the feminist movement is to change models of relationships with genders, races, classes and sexual orientations, and its main goal is to end the subordination of women (Tarrant, 2009).

Feminists believe that men and women are of equal value in economic, political, social and legal terms. There are many areas of feminism, and each woman can choose the best one for herself in terms of pursuing goals such as battling against the oppression of women, battling against unequal rights between men and women, or battles in any other area which involves women. She can identify herself with the relevant feminist group (direction) and establish a social identity as a feminist (Hogg and Abrams, 2009). This group identification, then, because an element of the relevant woman's identity (Rhodebeck, 1996).

There is no single definition of the feminist identity of women, but many scholars have argued that it is a collective (social) identity for women and that it is linked to faith in the goals, ideas and values of feminists, thus also meaning identification with feminism. A feminist identity changes during the course of a woman's life, but not all women who support feminist values, ideas and goals and are involved in implementing them call themselves or see themselves as feminists.

Because feminist identity is a social identity that is centred on gender (Tarrant, 2008), this author has analysed aspects of gender identity in the theoretical section of his dissertation. Gender identity is based on the relevant social environment, and as a social identity, it is malleable (Bisaria, 1985; Maccoby and Jacklin, 1974, Weitzman, 1979). The author has also analysed the identity of birth,

which does not change (Ilyin, 2010).

In order to understand the identification of a woman's gender role, the author has reviewed the gender identity development model (Becker and Wagner, 2009; Condor, 1984). It shows that women can identify themselves with their gender at several levels. There are four defined types of gender identity – the traditionally identified one, the traditionally unidentified one, the progressively identified one, and the progressively unidentified one (Becker and Wagner, 2009; Condor, 1984). These types of identity depict the attitude of women toward stereotypical female gender roles, and these issues are directly linked to the feminist identity of women.

Josselson (1996) has relied on the identity development model of Marcia (Marcia, 1966; Schenkel and Marcia, 1972) in establishing a model for female identity which defines four different statuses in this regard – guardians, pathmakers, searchers and drifters. Guardians support traditional women's roles, will not face identity crises, and will not support feminist ideas and goals. Pathmakers have achieved maturity in their identity, found their individuality by dealing with crises periods in terms of their identity, and are neutral toward feminism. Searchers, in turn, are still seeking their identity, and in terms of finding a way of establishing an independent identity, they rely on the support of others while also supporting and actively becoming involved in feminist identity. Such women fully identify themselves with feminism. Drifters, for their part, have an unstable identity. They are still actively seeking the identity, and they can become active feminists only for brief periods of time. These models reveal the level of maturity in a woman's identity, from diffusion of identity at one end and a fully mature and complete identity at the other. These trends in the development of identity can directly be linked to the need among women from a feminist social identity. The less mature the woman's feminine identity, the more likely it is that she will seek to identify herself with feminism. Each of the statuses also speaks to the level of maturity in the woman's gender identity, as well as to whether this identity status is or is not linked to a crisis situation in terms of the relevant female's identity.

Yaukusho argues that women choose to identify themselves with feminist identity so as to increase their sense of wellbeing, because this allows them to increase and expand their opportunities (2007). Despite this, however, not all women choose to identify themselves with feminism.

In order to determine the dimensions of women's feminist identities in this dissertation, the author has made use of the model of developing feminist identity that was proposed by Bargad and Hyde (1991). This model is a modification of the feminist identity development model of Downing and Roush (1985), which, in turn, was a modification of the model of the development of the identity of black women (Cross, 1971; Vandiver, 2002). The Bargad and Hyde model consists of five dimensions of feminist identity: 1) Active Commitment (a full confluence with feminist identity, an active involvement in battles or the desire to become actively involved in important and targeted activities

aimed at implementing feminist ideas, and opposition to a sexist world by rejecting one's personal life); 2) Passive acceptance (a cautious attitude toward men, inner anger and fear, aggression toward men, but no readiness to engage in active work in defending feminist ideas, instead bottling up all negative emotions about injustice); 3) Embeddedness - emanation (a desire to help to improve the status of women while differentiating men in terms of their views, as opposed to upholding the idea that "all men are alike," and an increased sense and understanding of one's belonging to the group of women, which is different than the group of men; 4) Relevation (acceptance of the stereotypical roles of men and women, differentiation between women and men, and recognition of the idea that life in an environment in which stereotypical roles exist allow a woman to feel better and to have a more purposeful life); and 5) Synthesis (the belief that men and women are of equal value while recognising that differences between the genders are of no importance when it comes to social activities). Each dimension characterises different aspects and determinant characteristics in feminist identity.

These five dimensions of the feminist identity development model led to the first research question: *What is the content of the feminist identity of Latvian women?*

Because theoretical analysis pointed to the role of the family environment in the development of personal and social development and to the importance of this in overcoming identity crises, this author also analysed theories about the family environment.

There is no unified definition of what a family is. Scholars have defined it in various ways and on the basis of different paradigms – as a subject of mutual relations, as a system, or as a social group. Jacson (1965) and Taylor and colleagues (2006) have described families as a system (the family system theory) within which there is interaction among family members, along with characteristic and dynamic family relations in families which are a single organism. Changes related to one participant in this system influence all of the participants in the system. Jacob and Haber (2003) argue that families perform a great role in creating the social problems of various individuals and are of critical importance in the psychological welfare of individuals.

The classification of families is influenced by the cultural environment in which the family resides, as well as by the classification factors that scholars choose – the structure of the family, the leading role of parents, the family's functionality, the socio-demographic indicators of the family environment, the psychological indicators of the family environment, and so on.

In rigid families with a high level of parental control, young people have evident problems in the development of their identities, while in families where there is freedom, no strict control, support and the presence of parents, young people can better examine and learn about their identity, have a clearer sense of it, and have a lower level of alarm. Family environments that are focused on Cohesion help young people to develop their social competences to a better degree. They are more satisfied about

representatives of the opposite gender and find it easier to make professional choices. The satisfaction of women about the family environment relates to the amount of time that they spend there, and this is an indicator of the family environment and the quality of family life. A favourable family environment is a prerequisite for the psychological maturity of women as they approach adulthood. It increases their emotional openness and their sense of personal freedom. In family environments in which there is little consolidation or harmony, by contrast, its members are subject to a high level of stress.

The family environment is also of importance in the origins of the emergence and development of a person's identity, because it influences the child's cognitive and social development and the content of his or her identity. It also has an effect on the activities in which people will engage in future, as well as their attitudes and ideological positions. Among the more important elements in the development of an identity is the individual's level of satisfaction (his or her subjective feelings about the family) when it comes to family life and the family environment. This dissertation is based on a survey that was used by Moos and Moos (2009), "A Family Environment Scale," as well as one called "A Scale of Satisfaction with Family Life" (Zabriskie, et.al., 2009).

The identity of women is linked to socio-demographic indicators such as the birthing procedure in the family, the size and structure of the family, the stability of the parents' marriage (living together or getting divorced), the issue of whether both parents are present, the presence of a foster parent, studies, employment/profession, the existence or absence of children, a marriage or a domestic partnership, urban or rural life, as well as the age of people.

Thus, by supplementing identities and related crises, as well as by theoretically examining feminist identity with the help of theoretical research about family environment and how it affects identity, the author came up with the next three basic research questions that would be answered via empirical research:

What is the link between the feminist identity of women and their a) socio-demographic indicators; b) their satisfaction with family life; c) their real and ideal family environment; d) their satisfaction with the family environment; and e) the existence of an identity-related crisis?

What is the link between the satisfaction of women in terms of their family environment, family life and identity crisis?

What are the socio-demographic indicators (age, nationality, nationality of parents, area of specialisation, children, family situations, siblings, the living environment, the place of residence, the marriage of parents and the number of people with a higher education), the aspects of the family environment (satisfaction with family life, the actual family environment, the ideal family environment, and satisfaction with the family environment), and the shifting aspects of identity crises that can forecast dimensions of feminist identity?

The empirical section of the dissertation

Analysis of the theoretical literature created foundations for an empirical study aimed at determining the content of the feminist identity of Latvian women, links between the feminist identity of women and their socio-demographic indicators, satisfaction with family life, the real and ideal family environment, satisfaction with the family environment, identity crises, links between the satisfaction of women with family life and actual family life and identity crises, and the socio-demographic indicators (age, nationality, nationality of parents, area of specialisation, children, family situations, siblings, the living environment, the place of residence, the marriage of parents and the number of people with a higher education), the aspects of the family environment (satisfaction with family life, the actual family environment, the ideal family environment, and satisfaction with the family environment), and the shifting aspects of identity crises that can forecast dimensions of feminist identity.

The author chose a quantitative research methodology to answer the aforementioned questions. This involved a non-experimental cross-section-correlative research design (Image 3). There were five phases in the empirical research. The first related to a preliminary examination of the issue, with a qualitative research method used to determine the ecological validity thereof. The other four phases involved quantitative research methods.

Phase 1: Determining the issue. First the author prepared content for socio-demographic indicators, and then he translated and adapted the narrative research methodology that relates to the future dreams of young people so as to determine commonalities and differences in the future dreams of young people in the context of feminist identity, also justifying the ecological validity of the other phases in the research. The author used the narrative method about the dreams of young people (Whitty, 2002), interviewing 30 first-year university students – 15 men and 15 women aged 18 to 22 ($M=19.7$; $SD=0.87$) from two Latvian universities and from two regions of Latvia – Rīga and Vidzeme.

Phase 2: The instruments of the research. Once the author analysed the literature and identified the issue, he analysed and selected methodologies for the study. The author contacted the authors of the methodologies, received permission to use the methodologies, and obtained them. The author used four methods – the Feministic Identity Development Scale (Bargad and Hyde, 1991) to determine the extent to which the identity of women corresponds to one of the five dimension of feminist identity; the Satisfaction with Family Life Scale (Zabriskie, et.al., 2003), chosen so as to determine the overall satisfaction or dissatisfaction among women with family life and to use subscales from the study to specify a detailed level of satisfaction or dissatisfaction; the Family Environment Scale (Moss and Moss, 2009), which helped to determine the specifics of the family environment in the current environment, the specifics of a family environment that women would like to see in their future families, the level of satisfaction in the current family environment, and the sense of well-being among

women in that environment; and the Identity Distress Survey (Berman, Montgomery and Kurtines, 2004), which was used to identify identity crises among women, overall and identity-related problems, as well as indicators related to identity crises in one of the survey's subscale indicators – those that speak to a concrete dimension of identity.

Phase 3: Adapting the research instruments. Adaptation of the research instruments occurred in three rounds. First the author engaged in linguistic adaptation and content analysis of the selected research instrument. Once the best option was identified, the author conducted the first phase in adapting the research instruments. This involved 500 respondents from the first year at university and the latter years of high school. The study involved 270 men aged 18 to 27 ($M=18.9$, $SD=1.41$) and 330 women ($M=18.75$, $SD=1.06$). Respondents of both genders filled out all of the methodology surveys except for the Feministic Identity Development Scale, which was only filled out by the women because the questions were only appropriate for them. All of the surveys were filled out simultaneously, with respondents spending an hour or an hour-and-a-half in doing so. The results were processed mathematically to determine their factorial validity, structural validity, content validity, convergent validity, and divergent validity. In those cases where there were unsatisfactory psychometric indicators, the author analysed the low indicators, improved weaknesses and prepared materials for another round of adaptation.

The second round of adaptation involved a repeat adaptation of the methodologies. This round only involved women aged 18 to 27 ($M=20.33$, $SD=1.94$) who were first-year university students. The results were processed mathematically to determine their factorial validity, structural validity, content validity, convergent validity, and divergent validity. After the data were compared to the results of the first adaptation, it was decided that the Satisfaction with Family Life Scale, the Family Environment Scale, and the Identity Distress Survey satisfied all of the psychometric indicators and could be used for the rest of the study. The results of the second adaptation of the Feministic Identity Development Scale satisfied the psychometric indicators, too, but experts decided to conduct additional analysis of these indicators so as to improve the instrument even further.

The third round of adaptation only involved the Feministic Identity Development Scale. This involved female university students aged 17 to 27 ($M=20.33$, $SD=1.94$), and the result was a Feminist Identity Development Scale that was modified on the basis of factors. In terms of psychometric indicators and the structure of the content, it was even closer to the original instrument, and so it was decided to use this modified version of the Feministic Identity Development Scale in the ongoing research.

Once decisions were taken on the correspondence of the instruments to all psychometric requirements and the further use of the instruments in the study, the final step in this phase was a test-

retest examination. The test-retest method was implemented with an interval of two weeks, involving 30 female first-year university students. The Cronbach alpha indicator proved to range between 0.84 and 0.98. This satisfied the requirements, and so it was decided to continue to use the instruments in the research study.

Phase 4: Analysis of research data. The author obtained and processed data related to 501 female first-year university students aged 18 to 27 ($M=20.33$, $SD=1.94$). 44.7% of them were 19 ($N=199$) or 20 ($N=117$) years old, which is the age at which most students enter university after completing high school. Because the data distribution differed from the normal one (making use of the Komogorov-Smirnov test), non-parametric statistical methods were used from then on.

Feministic identity content was determined via descriptive statistics and latent profile analysis.

A Spearman correlation coefficient calculation was used to examine links among indicators related to the Feministic Identity Development Scale, the Satisfaction with Family Life Scale and its subscales, the Family Environment Scale, and the indicators related to satisfaction with the family environment and the sense of well-being in the family.

The Kruskal-Wallis test was used to examine links among the socio-demographic indicators of women, the Feministic Identity Development Scale, the Satisfaction with Family Life scale and subscales, the Family Environment Scale, and the indicators related to satisfaction with the family environment and the sense of well-being in the family, calculating both X^2 and the average range indicators.

Linear regression analysis was used to determine those constructs which are related to feminist identity and can significantly forecast aspects of feminist identity and to establish the relevant forecasting models.

Phase 5: Interpretation of the research results. Here the author correlated the results of Phase 4 of the research project. The results were interpreted, and conclusions was drawn about them. The author also analysed limitations in the research and developed recommendations for future research.

Adaptation of the research instruments

The linguistic adaptation of the methodologies involved a translation of the surveys from English to Latvian, and this was done twice. The translations were compared and analysed in the context of Latvia's cultural environment. An expert group was set up to analyse the translations. The Latvian text was then translated back into English so that the content and concepts could be compared. The translations were done by people who did not know one another, but who speak both languages. The best translation was chosen, and test questions were examined in terms of purpose and formulation. A group of four respondents was asked about whether the formulations of the test questions were clear, whether they understood the instructions, and how long it might take to take the test (Raščevska, 2005).

Analysis of psychometric indicators

Factorial, construct, convergent and divergent validity were determined for all of the quantitative research instruments as they were being adapted.

The Feministic Identity Development Scale (FIDS) was adapted ($\alpha =$ from 0.5 to 0.8), and the structural and content validity of the scale was determined.

The Identity Crisis Survey (IDS) was adapted ($\alpha = 0.8$), with analysis of the conformational factor.

The Satisfaction with Family Life Scale was adapted ($\alpha = 0.9$).

The “R” form of the Family Environment Scale (FES-R) was adapted ($\alpha = 0.4^*$ to 0.8).

The “I” form of the Family Environment Scale (FES-I) was adapted ($\alpha = 0.4^*$ to 0.7).

The retest presented acceptable results ($\alpha = 0.84$ to 0.98)

The overall, internal and external validity of the narrative method that was the qualitative research instrument were determined.

The results of this adaptation were declared to be acceptable, and the tests could be used for the further research. This was the first time that the relevant instruments were adapted in Latvia.

(*) The low Cronbach α was accepted to preserve the originality of the instrument.

Results of the research

The content of feminist identity among women in Latvia

Analysis of descriptive statistics and latent profiles was conducted in response to the first research question (*What is the content of the feminist identity of Latvian women?*). These are the results:

Descriptive statistics

Table 1. Descriptive statistics related to FIDS subscales

Descriptive statistical indicators	FIAS subscales				
	Anger and caution	Equality	Discovery and synthesis	Differentiation	Active feminist
N	Valid	501	501	501	501
	Erroneous	0	0	0	0
Average	2.83	4.08	3.36	3.26	2.47
Avg. Standard deviation	0.03	0.02	0.02	0.02	0.02
Median	2.84 ^a	4.12 ^a	3.39 ^a	3.28 ^a	2.48 ^a
Mode	2.89	4.00	3.43	3.44	2.31
Standard derivation	0.57	0.50	0.53	0.43	0.52
Minimum	1.11	2.00	1.00	1.78	1.23
Maximum	4.56	5.00	4.86	4.44	4.38
Sum	1,419.78	2,045.40	1,682.14	1,630.89	1,237.92

Note: ^a – calculated from grouped data

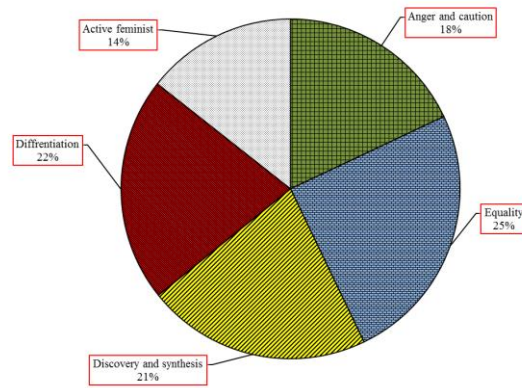


Image 1. The distribution of feminist identity by mode in the research cohort

The distribution of FIDS dimension frequencies in the cohort was determined on the basis of mode indicators. As has been argued by Raščevska and Kristapsone (2000), mode indicators are the most appropriate indicator in terms of central trends. Table 1 and Image 1 show that the dimensions of feminist identity in the cohort can be arranged as follows and in descending order: the equality dimension, which was chosen by the largest percentage of respondents, followed by discovery and synthesis, as well as differentiation, both of them mentioned approximately in equal proportions, then anger and caution, cited a bit less, and the active feminist dimension, mentioned least often.

Analysis of latent profiles

Latent profile analysis was used for the quantitative profile analysis of the dimensions of feminist identity. The author used Version 7.0 of the Mplus software (Muthen and Muthen, 2012). Latent class analysis is a statistical procedure that can be used to classify individuals into homogeneous groups (latent classes) (Geiser, 2013). Latent class analysis, similarly to factor analysis, seeks to determine links between variables, but unlike factor analysis, class analysis explains links on the basis of the belonging of individuals to a previously unknown population group (latent class). If latent class analysis is conducted with uninterrupted variables, as opposed to category variables, then this is called latent profile analysis (Lazarsfeld and Henry, 1968). Because the Feministic Identity Development Scale survey involved five scales of uninterrupted variables, latent profile analysis was used to identify the latent groups.

The various alternative latent profile analysis models can be compared (Appendix 11) on the basis of the following statistical parameters: the model appropriateness comparison indices (Akaike (AIC), Bayesian (BIC)), the entropy index, and the probability of the arithmetic average likelihood latent class representative belonging to a concrete latent class (Geiser, 2013).

The model appropriateness comparison indices point to the better appropriateness of a model if the value is lower. The entropy index is a classification coefficient that points to the quality of the classification, and it varies between 0 and 1, with 1 meaning perfect classification quality. Another way to evaluate the quality of a classification is to analyse the arithmetically average probability of individuals that are classified in a specific group belonging to their own class or another class. The average probability of belonging to one's own group must be larger than or equal to 0.8 (Rost, 2006).

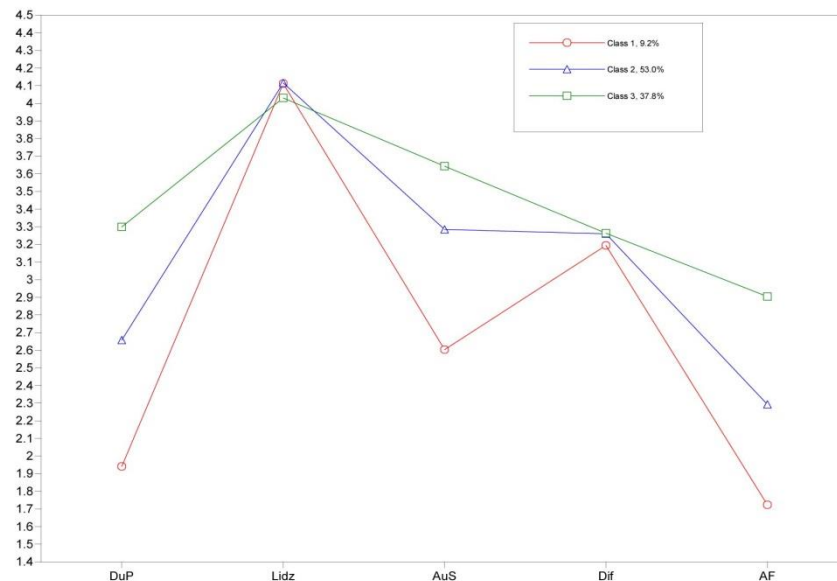


Image 2. The average FIDS arithmetic profiles for a solution involving three latent classes (DuP = Anger and caution; Lidz = Equality, AuS = Discovery and synthesis, Dif = Differentiation, AF = Active feminist)

Table 2. The appropriateness of the latent models

Latent class solution	Comparative model appropriateness indices		
	Akaike (AIC)	Bayesian (BIC)	Adapted cohort size (BIC)
Three latent class solution	3457,978	3550,744	3480,914
Five latent class solution	3428,981	3572,345	3464,427

Table 2 presents the latent model appropriateness comparison indices for the three and five latent class solutions. There were lower values for the five latent class solution.

Table 3. Proportional distribution of latent classes

Latent class solution	Latent class	Proportional distribution of latent classes (%)
Proportional distribution of three latent classes	1st class	9.2%
	2nd class	53%
	3rd class	37.8%
Proportional distribution of five latent classes	1st class	6.5%
	2nd class	46.8%
	3rd class	8.8%
	4th class	37.4%
	5th class	0.4%

Table 3 reflects the proportional distribution of latent classes in relation to the three and five latent class solutions.

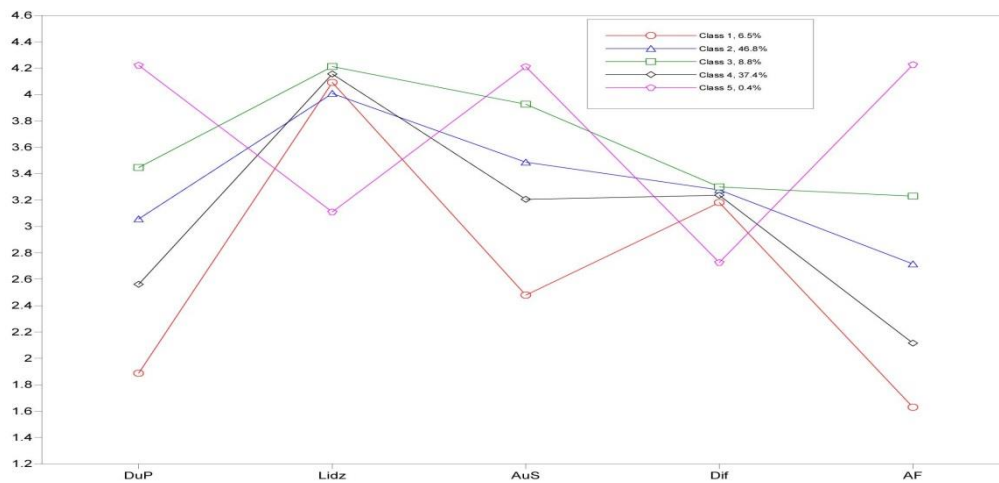


Image 3. The average FIDS arithmetic profiles for a five latent class solution (DuP = Anger and caution; Lidz = Equality, AuS = Discovery and synthesis, Dif = Differentiation, AF = Active feminist)

Image 3 depicts the average FIDS arithmetic profile for a five latent class solution.

Table 4. The average arithmetic FIDS profiles for a three latent class solution, as evaluated by the model

Feministic Identity Development Scale subscales	Latent classes						Dispersion (equal for all classes)	
	1 st class		2 nd class		3 rd class		Dispersion	S.E.
Anger and caution	M	S.E.	M	S.E.	M	S.E.	0.16	0.02
Equality	4.11	0.13	4.12	0.07	4.03	0.07	0.24	0.02
Discovery and synthesis	2.60	0.11	3.29	0.03	3.64	0.05	0.20	0.02
Differentiation	2.60	0.18	3.29	0.06	3.64	0.04	0.19	0.01
Active feminist	3.19	0.07	3.26	0.03	3.26	0.04	0.14	0.01
	1.72	0.09	2.29	0.07	2.90	0.05		

Table 4 reflects the arithmetic averages of the scale and the standard deviations for a three latent class solution, while Table 5 shows the same for a five latent class solution.

Table 5. The average arithmetic FIDS profiles for a five latent class solution, as evaluated by the model

Feministic Identity Development Scale subscales	Latent classes										Dispersion (equal for all classes)	
	1st class		2nd class		3rd class		4th class		5th class		Dispersion	S.E.
	M	S.E.	M	S.E.	M	S.E.	M	S.E.	M	S.E.		
Anger and caution	1.89	0.11	3.06	0.09	3.45	0.08	2.56	0.05	4.22	0.23	0.18	0.02
Equality	4.09	0.14	4.01	0.05	4.21	0.15	4.16	0.04	3.11	0.22	0.24	0.02
Discovery and synthesis	2.48	0.15	3.49	0.05	3.93	0.13	3.21	0.06	4.21	0.15	0.19	0.02
Differentiation	3.18	0.08	3.28	0.03	3.30	0.10	3.24	0.04	2.73	0.59	0.19	0.01
Active feminist	1.63	0.07	2.72	0.06	3.23	0.10	2.12	0.08	4.23	0.11	0.09	0.01

Latent class analysis was conducted to identify homogeneous groups in relation the feminist identity survey scales. Because the number of such groups is *a priori* unknown, four different models were compared, starting with a two latent class and ending with a five latent class solution. The search for the number of latent classes ended at the 5th class, because it pointed to a class to which only 0.4% belonged.

In order to decide the most appropriate solution in terms of the number of classes so as to explain links among variables in a frugal way, the author analysed the graphic profiles of the latent classes, as well as the arithmetic average probability of latent class representatives belonging to a specific latent class. The author also compared the model's appropriateness and entropy coefficients in relation to various classes. It was found that the quality of the classification of three latent classes was 0.703 on the basis of the entropy coefficient, while the quality of the classification of five latent classes was 0.755.

Graphic depictions of the latent classes show that the profiles of latent classes in the second, third and fourth class solutions were similar (see the three class solution in Image 2 as an example). When it came to the classes of Anger and caution, Discovery and synthesis and Active feminist, the arithmetical averages in the various classes differed substantially, consistently pointing to low, medium and higher results in these scales, irrespective of the number of latent classes. In the case of Equality and Differentiation, the arithmetic averages in these groups did not differ substantially. This suggests that latent groups can be interpreted as groups with higher or lower results in these three scales, irrespective of the number of scales in this five scale context.

Latent profile analysis also made it possible to conclude that the use of FIDS scales can lead to three different respondent groups, dividing the overall cohort into these proportions – 9.2% (Class A), 53% (Class B), and 37.8% (Class C) (see Table 6). The obtained profiles (Image 5) show that Class A consistently demonstrates lower results than is the case with the other classes when it comes

to Anger and caution, Discovery and synthesis and Active feminist (the arithmetic averages are 1.94, 2.60 and 1.72 respectively). Class B shows substantially higher results than Class A does (2.66, 3.29 and 2.29 respectively), but the results are substantially lower than is the case with Class C in the same scales (3.30, 3.64 and 2.90 respectively).

Because the scales of Anger and caution, Discovery and synthesis and Active feminist are most directly linked to the principles, attitudes and valuable of the feminist movement, it can be concluded that Group A has the lowest feminist identity indicators in comparison to other women from the cohort, and their proportion is very low – 9.2%. The group of women which has an average level of feminist identity is the largest one – 53%. A surprisingly large share of women (37.8%) belong to the group which posts higher results in relation to feminist identity indicators in comparison to the other two groups.

These results show that many young women in Latvia have an average or powerful feminist identity (provided that the cohort is representative and the results can be extrapolated to society at large), with only a few women (9.2%) whose feminist identity is weakly expressed.

Links among the feminist identity of women, socio-demographic indicators, satisfaction with family life, the real and ideal family environment, satisfaction with the family environment, and crises of identity

Correlation analysis related to the various indicators was conducted in order to answer the second research question, *What is the link between the feminist identity of women and their a) socio-demographic indicators; b) their satisfaction with family life; c) their real and ideal family environment; d) their satisfaction with the family environment; and e) the existence of an identity-related crisis?* The following results were obtained:

Table 6. Correlations among the feminist identity of women, socio-demographic indicators, satisfaction with family life, the real and ideal family environment, satisfaction with the family environment, and crises of identity, using the Spearman correlation coefficient (N = 501)

Research instrument	Indicators/subscales	FIDS subscales				
		Anger and caution	Equality	Discovery and synthesis	Differentiation	Active feminist
Socio-demographic indicator	Age group	-0.045	-0.026	-0.090*	0.020	0.008
	Place of residence	0.034	0.033	0.082	-0.028	0.072
	Life environment	0.000	0.078	0.046	-0.057	0.073

	Family status	-0.092*	-0.061	-0.004	0.089*	0.040
	Children	0.031	-0.124**	-0.033	0.026	0.075
	Marriage of parents	0.008	-0.049	-0.016	0.070	0.016
	Siblings	-0.069	0.066	-0.057	-0.030	-0.139**
	No. of higher educations	-0.026	-0.065	-0.096*	-0.008	-0.030
	Specialisation	0.100*	-0.087	0.068	0.068	0.044
	Nationality	-0.033	-0.122**	0.014	0.037	-0.069
	Father's nationality	0.023	-0.080	0.064	0.091*	-0.020
	Mother's nationality	0.002	-0.156**	-0.049	0.051	-0.055
	C_A Cohesion ^A	0.003	-0.057	0.095*	0.115**	0.142**
	EX_A Expressiveness ^A	0.050	-0.143**	0.067	0.136**	0.094*
	Con_A Conflicts ^A	0.031	0.073	-0.012	-0.106*	-0.048
Family Environment Scale (satisfaction with the family environment)	Ind_A Independence ^A	-0.064	0.016	-0.052	-0.049	-0.087
	AO_A Achievement orientation ^A	-0.031	-0.019	-0.001	0.070	0.041
	ICO_A Intellectually cultural orientation ^A	-0.028	-0.018	0.040	0.049	0.080
	ARO_A Active-recreational orientation ^A	0.061	-0.086	0.089*	0.089*	0.200**
	MRE_A Morally religious emphasis ^A	-0.019	-0.040	-0.014	-0.067	0.002
	Org_A Organisation ^A	-0.012	-0.113*	0.069	0.045	0.077
	Ctl_A Control ^A	0.047	0.018	-0.026	0.026	0.013
	C_R Cohesion	-0.048	0.038	0.079	0.094*	0.057
	EX_R Expressiveness	-0.063	-0.032	0.011	0.055	0.013
	Con_R Conflicts	0.055	-0.057	-0.015	-0.107*	0.029
	Ind_R Independence	-0.141**	0.111*	-0.043	-0.048	-0.107*
Family Environment Scale (R form)	AO_R Achievement orientation	0.019	0.018	0.051	0.075	0.111*
	ICO_R Intellectually cultural orientation	0.004	0.103*	0.050	-0.093*	0.098*
	ARO_R Active-recreational orientation	0.014	0.025	0.084	0.031	0.130**
	MRE_R Morally religious emphasis	0.094*	-0.115**	0.125**	0.134**	0.133**
	Org_R Organisation	-0.001	-0.067	0.105*	0.093*	0.023
	Ctl_R Control	0.126**	-0.051	0.096*	0.062	0.122**
		C_I Cohesion	-0.053	0.190**	-0.036	-0.030
Family Environment Scale (I form)	EX_I Expressiveness	-0.137**	0.166**	-0.073	-0.105*	-0.116**
	Con_I Conflicts	0.013	-0.217**	-0.041	0.002	0.103*
	Ind_I Independence	-0.036	0.072	0.005	0.017	-0.002

	AO_I Achievement orientation	0.052	0.067	0.076	0.029	0.073
	ICO_I Intellectually cultural orientation	0.052	0.152**	0.043	-0.155**	0.041
	ARO_I Active–recreational orientation	-0.056	0.166**	0.034	-0.072	-0.091*
	MRE_I Moral–religious emphasis	0.073	-0.058	0.096*	0.139**	0.075
	Org_I Organisation	0.034	0.075	0.096*	0.027	-0.044
	Ctl_I Control	0.079	-0.080	0.126**	0.033	0.105*
	ÇT_1 Focused on independence	-0.058	0.105*	0.004	-0.133**	-0.004
	ÇT_2 Focused on achievements	-0.021	-0.058	-0.022	0.011	0.016
Family Environment Scale (types of families)	ÇT_3 Morally religiously focused (structured) family	-0.013	-0.039	0.018	0.075	0.057
	ÇT_4 Morally religiously focused (unstructured) family	0.021	-0.016	0.021	0.017	0.052
	ÇT_5 Intellectually, culturally focused	0.014	0.078	0.007	-0.013	0.046
	ÇT_6 Focused on providing support	-0.031	-0.032	0.018	0.028	-0.037
	ÇT_7 Focused on conflicts	0.062	0.006	0.048	0.012	-0.026
	ÇT_8 Disorganised	0.009	-0.033	-0.105*	-0.045	-0.036
	Ç_Group 1 Family focused on personal growth	-0.034	0.050	0.019	-0.030	0.087
	Ç_Group 2 Family focused on Cohesion*	0.019	-0.022	0.050	0.031	-0.049
Ç_Group 3 Family focused on maintaining system	0.009	-0.033	-0.105*	-0.045	-0.036	
Satisfaction with Family Life Scale	Satisfaction with family life	-0.026	-0.004	0.019	0.157**	0.016
Identity crisis survey	Overall identity crisis survey indicators	0.218**	-0.028	0.239**	0.058	0.231**

Notes: *p<0.05; **p<0.01

A: Difference between FES-R and FES-I (satisfaction with family environment indicator

*Cohesion = co-operation

Links between the feminist identity of women and socio-demographic indicators

The author analysed links between the feminist identity of women and socio-demographic indicators (Table 6) with the help of the Spearman correlation coefficient calculation, finding that statistically important links are seen between the FIDS dimension Anger and caution and *specialisation* and *family situation*, between Equality and *children*, *nationality* and *mother's nationality*, between Discovery and synthesis and *age group* and *number of higher educations*, between Differentiation and *family situation* and *father's nationality*, and between Active feminist and *siblings*.

The further examination of links between the dimensions of female feminist identity and socio-demographic indicators with the help of the Kruskal-Wallis test yielded the following results:

SPECIALISATION. The socio-demographic indicator of specialisation indicated statistically significant differences in the FIDS subscale *Discovery and synthesis* ($\chi^2(5, N=501)=11.41, p=0.044$), with the highest average rank (322) relating to specialisation as a preschool pedagogue and the lowest average rank (224) applying to the specialisations of psychologists, special education pedagogues and speech therapists. For the subscale *Equality* ($\chi^2(5, N=501)=29.43, p<0.001$), the highest average rank (337) applied to the specialisation of preschool pedagogue, while the lowest average rank (179) related to the specialisations of psychologists, special education pedagogues and speech therapists. For the subscale *Active feminist* ($\chi^2(5, N=501)=2.85, p=0.723$), the highest average rank (276) applied to the specialisations of psychologists, special education pedagogues and speech therapists, while the lowest average rank (218) applied to the specialisation of preschool pedagogue.

CHILDREN. The socio-demographic indicator of having children indicated statistically important differences only in relation to the FIDS subscale *Equality* ($\chi^2(1, N=501)=7.74, p=0.005$), with the highest average rank (256) applying to women with no children, and the lowest average rank (198) applying to women who have one child.

NATIONALITY. When analysis links between nationality and FIDS subscales, a statistically significant difference was only found in the FIDS subscale *Equality* ($\chi^2(2, N=501)=7.65, p=0.022$), with the highest average rank (258) applying to Latvian women and the lowest one (206) applying to Russian women.

MOTHER'S NATIONALITY. Analysis of the socio-demographic indicator of the mother's nationality shows that statistically significant links were found in the FIDS subscale *Equality* ($\chi^2(2, N=501)=12.68, p=0.002$), with the highest average rank (261) applying to women whose mothers are Latvians, with the lowest rank (185) applying to women whose mothers are neither Latvians nor Russians, but are of a different nationality.

SIBLINGS. In analysing the socio-demographic indicator of siblings (the existence of brothers and sisters in the family and their age hierarchy in relation to the respondent) in relation to FIDS subscales, it was found that the most important statistical differences were seen in the FIDS identity subscale *Active feminist* ($\chi^2(5, N=501)=13.16, p=0.022$), with the highest average rank (286) applying to respondents with one or more older brothers, with the lowest rank (205) applying to respondents with one or more younger sisters.

MARRIAGE OF PARENTS. Analysis of the socio-demographic indicator related to the marriage of the respondent's parents shows that there are statistically important differences in the FIDS subscale *Differentiation* ($\chi^2(4, N=501)=9.38, p=0.052$, with p- exceeding the statistically important threshold by 0.002 while, at the same time, being very close to the statistically important

level of $p = 0.05$, which suggests fundamental differences in the indicators). In this case, the highest average rank (302) applies to women who live in families involving a mother who is married for the first time and a father for whom it is his second marriage, while the lowest average rank (225) applies to women in families in which the father is married for the first time, but for the mother it is her second marriage.

HIGHER EDUCATION. In analysing the socio-demographic indicator which speaks to whether the woman is attending her first university or her second or third university, links with the FIDS illustrated statistically important differences in the FIDS subscale *Discovery and synthesis* ($\chi^2(1, N=501)=4,62, p=0,032$). The highest average rank (253) applies to women who are obtaining their first higher education, while the lowest (174) relates to women for whom this is not the first higher education.

The socio-demographic indicators of the father's nationality, age groups, life environments and places of residence did not indicate statistically significant differences in relation to FIDS indicators.

Links between the feminist identity of women and satisfaction with family life

Satisfaction with family life has a statistically important positive link to the feminist identity dimension *Differentiation* (Table 5), but not with other FIDS dimensions. Additional correlation analysis was conducted between the FIDS dimensions and the SWFL subscales (levels of satisfaction) – “Very dissatisfied,” “Dissatisfied,” “Partly dissatisfied,” “Neutral,” “Partly satisfied,” “Satisfied,” “Very satisfied.” There were statistically significant negative links between *Differentiation* and dissatisfaction with family life ($r_2 = -0.17; p<0.001$), between *Active feminist* and very distinct dissatisfaction with family life ($r_2 = -0.16; p<0.01$), and between *Discovery and synthesis* and partial satisfaction with family life ($r_2 = -0.13; p=0.003$). Significant positive links were found between *Discovery and synthesis* and satisfaction with family life ($r_2 = 0.10; p=0.33$), and between *Anger and caution* and dissatisfaction with family life ($r_2 = 0.17; p<0.001$). The subscale *Equality* did not indicate any statistically important links to the SWFL subscales.

Links between the feminist identity of women and the real or ideal family environment

The research results point to statistically important links between the real or the ideal family environment on the one hand and the FIDS subscales on the other.

The FIDS subscale *Anger and caution* indicates statistically important positive links to the real family environment in those cases in which the family relates to a morally religious emphasis and control, while there is a negative correlation with a real family environment in which aspects of

independence are important. There is also a statistically important negative correlation between the FIDS subscale *Anger and caution* and the ideal family environment in those cases in which the family emphasises the expression of emotions among family members.

The FIDS subscale *Equality* has statistically important positive links to a real family environment in which aspects of independence are important and in which there is an intellectually cultural orientation, but negative correlation with family environments in which there is a morally religious emphasis. This subscale shows important positive correlations with an ideal family in which there is Cohesion , in which the emotional expressions of family members are accepted, in which there is an intellectually cultural orientation, and which focuses on active resolution, but negative correlations with a family environment in which the family is governed by conflicts.

There were statistically important positive links between the FIDS subscale *Discovery and synthesis* and a real family environment in which there is a morally religious orientation, or an emphasis on organisation or control. This dimension of identity also had positive links with an ideal family environment in which there is a morally religious orientation, or an emphasis on organisation or control.

In the FIDS subscale *Differentiation*, too, there were statistically significant positive correlations with a real family environment that is focused on co-operation, or in which there is a morally religious orientation, or an emphasis on organisation or control. Negative correlations were found with a real family environment that is focused on conflicts or has an intellectually cultural orientation. Statistically important positive links were seen with an ideal family environment in which there is a morally religious emphasis, with negative links to an ideal family environment in which there is support for the expression of emotions or an intellectually cultural focus.

The FIDS subscale *Active feminist* related to statistically important negative correlation with a real family environment that is focused on individual independence, with positive correlations with a family environment that is focused on active leisure, focused on achievements, with an intellectually cultural focus, with a morally religious emphasis, or a situation in which control is of major importance. This dimension also had statistically important positive correlations with an ideal family environment in which there are conflicts or distinct control among family members, with negative correlations seen in relation to a family environment in which there is a focus on co-operation, support for the expression of emotions by family members, or a focus on active leisure.

Links between the feminist identity of women and satisfaction with the family environment

In order to determine satisfaction with the family environment (FES) on the basis of FES indicators, the author calculated the difference between the current evaluation of the real family environment and the evaluation of the type of family environment that women would like to have in future (between FES-R and FES-I). This led to the indicator FES – satisfaction with the family environment. The greater the difference between the real and ideal family environment, the higher the number. In analysing the FES-W indicator, the arithmetic number is not taken into account, because the analysis focuses on family environment factors about which women are not satisfied. Another criterion was a sense of well-being in the family environment (FES-W) (Appendix 11). This was obtained via factor analysis of FES-W indicators, and this indicates the overall sense of well-being among young people when it comes to their families.

In analysing links between family environment and FIDS subscales, it was found that *Anger and caution* has no statistically important links to FES-W subscales, but *Equality* has two statistically significant negative correlations with satisfaction about a family environment in which there is support for the expression of emotions by family members and an environment which is ruled by organisation. *Equality* also has a statistically important negative correlation with the sense of well-being in the family.

The FIDS subscale *Discovery and synthesis* has positive correlations with satisfaction about a family environment that is focused on Cohesion and active leisure.

The FIDS subscale *Differentiation* in terms of satisfaction with the family environment shows that this subscale has a positive correlation with satisfaction about a family environment in which there is co-operation, in which support is given for the expression of emotions by family members, or in which there is a focus on active leisure. There is a negative correlation with satisfaction about a family environment that is focused on conflicts. The subscale *Differentiation* also has a statistically important positive link with the indicator of a sense of well-being in the family environment.

The FIDS subscale *Active feminist* has statistically significant positive correlations with satisfaction about a family environment that is focused on co-operation, supports the expression of emotions by family members, or is focused on active leisure. The FIDS subscale *Active feminist* also has a statistically important positive correlation with the indicator of a sense of well-being in the family environment.

When the author looked at statistically important links between FIDS subscales and family groups and family styles, it was found that the FIDS subscale *Anger and caution* has no statistically significant correlations, while the subscale *Equality* has a statistically important positive correlation

with a family that is focused on independence. The subscale *Discovery and synthesis* has statistically important negative correlations with a disorganised family type and a family group that is focused on preserving the system. The FIDS subscale *Differentiation* also has a negative statistically significant correlation with a family type that is focused on independence.

Links between the feminist identity of women and identity crises

Statistically important positive links (Table 4) were found between the identity crisis (IDS) scale and the FIDS subscales *Anger and caution*, *Discovery and synthesis* and *Active feminist*, but there were no statistically important correlations with the subscales *Equality* and *Differentiation*. The author conducted additional examination of the subscales of the Feministic Identity Development Scale and the subscales of the Identity Crisis Scale subscales (Appendix 11) to find whether any of the IC subscales which describe an identity crisis in one of the DXIIR – specification of an identity crisis or DXIV – identity problems, long-term goals, career choice, friendship, sexuality, religion, values or group loyalty – has links to the FIDS subscales.

The FIDS subscale *Anger and caution* has a statistically significant positive correlation with DxIIR ($r_s = 0.021$; $p < 0.001$) and the subscale DxIV ($r_s = 0.14$; $p = 0.002$). The subscale *Discovery and synthesis* has a significant positive link to DxIIR ($r_s = 0.20$; $p < 0.001$) and with DxIV ($r_s = 0.17$; $p < 0.001$). The subscale *Active feminist* has a significant positive link to DxIIR ($r_s = 0.16$; $p < 0.001$) and with DxIV ($r_s = 0.10$; $p = 0.240$).

Additional analysis of correlations between FIDS subscales and the seven subscales of the IC (identity crisis areas) shows that the FIDS subscale *Anger and caution* has a statistically important positive correlation with IDS indicators such as long-term goals ($r_s = 0.2$; $p < 0.001$), career choice ($r_s = 0.13$; $p = 0.004$), friendship ($r_s = 0.14$; $p = 0.002$), sexuality ($r_s = 0.13$; $p = 0.003$), religion ($r_s = 0.09$; $p = 0.036$), values ($r_s = 0.12$; $p = 0.006$), and group loyalty ($r_s = 0.18$; $p < 0.001$).

The FIDS subscale *Discovery and synthesis* also has statistically important positive links to all seven IC subscales – long-term goals ($r_s = 0.14$; $p = 0.001$), career choice ($r_s = 0.16$; $p < 0.001$), friendship ($r_s = 0.14$; $p = 0.002$), sexuality ($r_s = 0.22$; $p < 0.001$), religion ($r_s = 0.12$; $p = 0.006$), values ($r_s = 0.13$; $p = 0.003$), and group loyalty ($r_s = 0.16$; $p < 0.001$).

Similar statistically important positive correlations are seen in the FIDS subscale *Active feminist*, with important links to the IDS subscales long-term goals ($r_s = 0.13$; $p = 0.003$), career choice ($r_s = 0.12$; $p = 0.005$), friendship ($r_s = 0.12$; $p = 0.008$), sexuality ($r_s = 0.25$; $p < 0.001$), religion ($r_s = 0.15$; $p = 0.001$), values ($r_s = 0.14$; $p = 0.002$), and group loyalty ($r_s = 0.21$; $p < 0.01$). The FIDS subscale *Differentiation*, for its part, has only one statistically important correlation with an IC subscale – group loyalty ($r_s = 0.01$; $p = 0.033$).

Links between the satisfaction of women with their family environment, family life and identity crises

When it comes to the third research question, which has to do with *links between the satisfaction of women with their family environment, family life and identity crises*, links were studied between satisfaction with the family environment (FES) subscales and the IDS scale and its subscale, as well as between the indicators satisfaction with family life, the IDS scale and the IDS subscales. The following results were obtained:

Identity crisis survey indicators have a statistically significant negative correlation with the satisfaction with family life (SWFL) scale ($r_s = -0.11$; $p=0.017$). Additional analysis of statistically important links between satisfaction with the family environment, satisfaction with family life and the identity crisis survey subscales showed statistically important negative correlations: satisfaction with family life the IDS (DxIIR – the identity crisis specification scale) ($r_s = -0.20$; $p<0.00a$), with the IDS (DxIV – the identity problem specification scale) ($r_s = -0.19$; $p<0.001$), the IDS subscale long-term goals ($r_s = -0.10$; $p=0.022$), and the IDS subscale friendship ($r_s = -0.11$; $p=0.013$).

Even more detailed analysis of links between IDS and SWFL subscales showed that there are statistically important positive links between dissatisfaction with family life and an identity crisis related to career choice ($r_s = 0.101$; $p=0.024$), and between a neutral family life evaluation and an identity crisis in the areas of sexuality ($r_s = 0.101$; $p=0.024$) and values ($r_s = 0.117$; $p=0.009$). There is a negative link between partial dissatisfaction with family life and an identity crisis in the area of religion ($r_s = -0.089$; $p=0.045$) and between very distinct satisfaction with family life and an identity crisis related to group loyalty ($r_s = -0.094$; $p=0.035$).

Analysis of the links between IDS and satisfaction with the family environment (SWF-E) found one statistically important positive link – with a family environment in which control is typical ($r_s = 0.09$; $p=0.046$).

Detailed analysis of correlations between IDS subscales and satisfaction with the family environment found that satisfaction with a family environment in which there is co-operation has a negative correlation with IDS (DxIIR) ($r_s = -0.17$; $p<0.001$) and IDS (DxIV) ($r_s = -0.19$; $p=0.001$)/ Satisfaction with a family environment in which there is support for the expression of emotions by family members has a negative correlation with IDS (DxIIR) ($r_s = -0.16$; $p<0.001$), IDS (DxIV) ($r_s = -0.13$; $p=0.004$), and the IDS subscale that is long-term goals ($r_s = -0.11$; $p=0.014$). Satisfaction with a family environment in which there are conflicts has positive correlations with IDS (DxIIR) ($r_s = 0.17$; $p<0.001$) and IDS (DxIV) ($r_s = 0.10$; $p=0.33$). There is also a positive correlation between

satisfaction with a family environment that is focused on control and IDS (DxIIIR) ($r_s = 0.13$; $p=0.004$).

Satisfaction with a family environment that is focused on independence has statistically important negative correlations with IDS (DxIIR) ($r_s = -0.14$; $p=0.002$) and IDS (DxIV) ($r_s = -0.09$; $p=0.042$). Satisfaction with a family environment in which there is an intellectually cultural orientation has a negative correlation with IDS (DxIV) ($r_s = -0.103$; $p=0.013$). There were also statistically significant negative correlations between satisfaction with a family environment that is focused on active leisure and IDS (DxIIR) ($r_s = -0.10$; $p=0.026$) and IDS (DxIV) ($r_s = -0.15$; $p=0.001$). There is also a negative correlation between satisfaction with a family environment in which there is morally religious emphasis and IDS (DxIIIR) ($r_s = -0.10$; $p=0.025$) and IDS (DxIV) ($r_s = -0.09$; $p=0.038$). Satisfaction with a family environment in which there is morally religious emphasis has a negative correlation with the IDS subscale religion ($r_s = -0.16$; $p<0.001$). Satisfaction with a family environment that is focused on achievements had a significant negative link to IDS (DxIV) ($r_s = -0.13$; $p=0.004$).

Models to forecast the dimension of feminist identity

The fourth research question was this: *What are the socio-demographic indicators (age, nationality, nationality of parents, area of specialisation, children, family situations, siblings, the living environment, the place of residence, the marriage of parents and the number of people with a higher education), the aspects of the family environment (satisfaction with family life, the actual family environment, the ideal family environment, and satisfaction with the family environment), and the shifting aspects of identity crises that can forecast dimensions of feminist identity?* In answering this question, the author conducted linear regression analysis between FIDS subscales and FES subscales (FES-R is the real family environment, and FES-I is the ideal family environment; FES represents satisfaction with the family environment, and FES-W represents a sense of well-being in the family environment), with IDS scales and subscales, with the SWFL scale and subscales, and with socio-demographic indicators. The results led to the identification of five models to forecast the dimension of feminist identity as FIDS subscales (Images 4-8).

Model 1 forecasts the FIDS subscale dimension *Active feminist*. It explains 16.9% ($R^2 = 0.169$) of the subscale results, and the model is statistically significant ($R^2=0.169$, $F(8, 492)=112.544$, $p<0.01$) (Image 4)

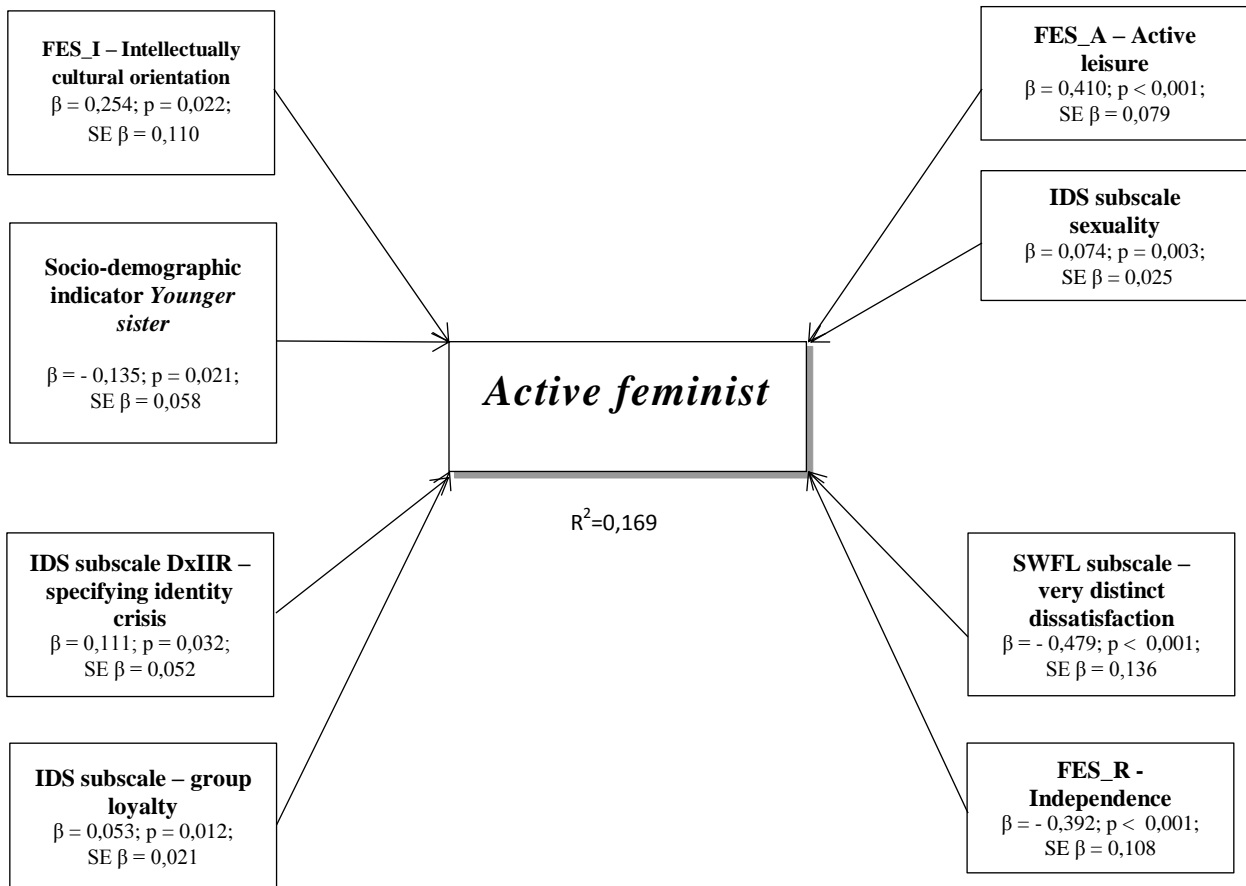


Figure 4. A graphic depiction of the model to forecast the feminist identity dimension *Active feminist*

Model 2 forecasts the FIDS subscale dimension *Differentiation*, and it explains 17% ($R^2=0.170$) of the subscale results. The model is statistically important ($R^2=0.170$, $F(9, 491)=11.151$; $p=0.01$) (Image 5)

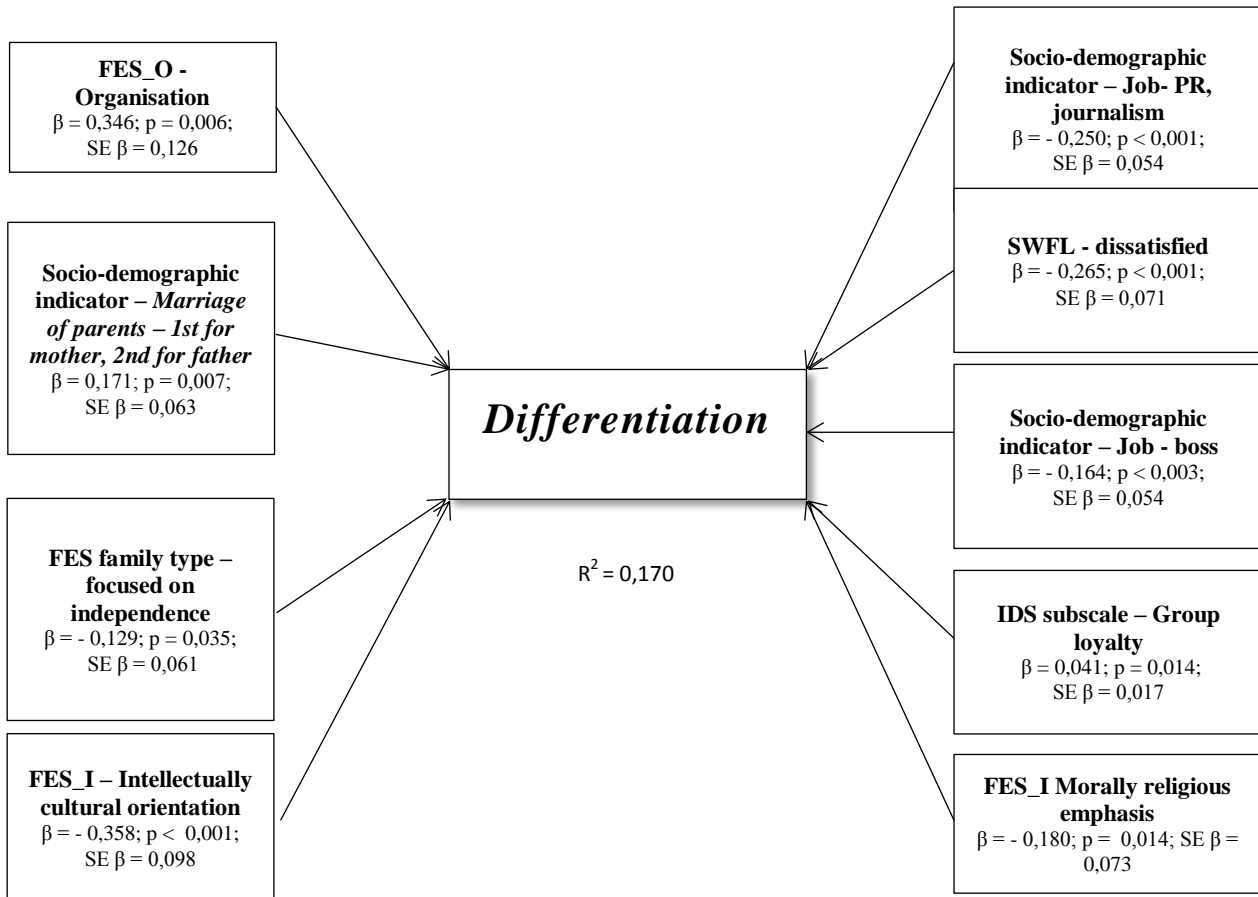


Figure 5. A graphic depiction of the model to forecast the feminist identity dimension *Differentiation*

Model 3 forecasts the FIDS subscale dimension *Discovery and synthesis*. It explains 10% ($R^2=0.100$) of the subscale results. The model is statistically important ($R^2=0.100$, $F(4, 496)=13.776$, $p<0.001$) (Image 6).

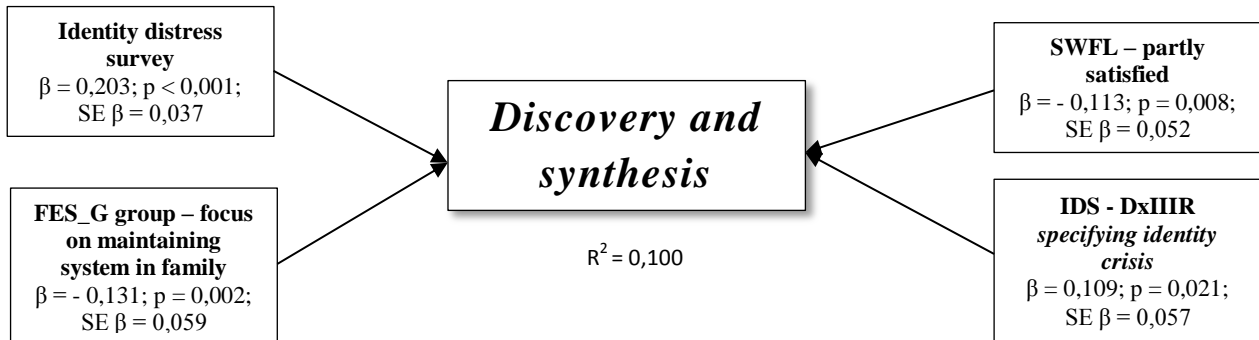


Image 6. A graphic depiction of the model to forecast the feminist identity dimension *Discovery and synthesis*

Model 4 forecasts the FIDS subscale dimension *Equality*. It explains 14.7% ($R^2=0.147$) of the subscale results. The model is statistically important ($R^2=0.147$, $F(8, 492)=10.567$, $p<0.001$) (Image 7).

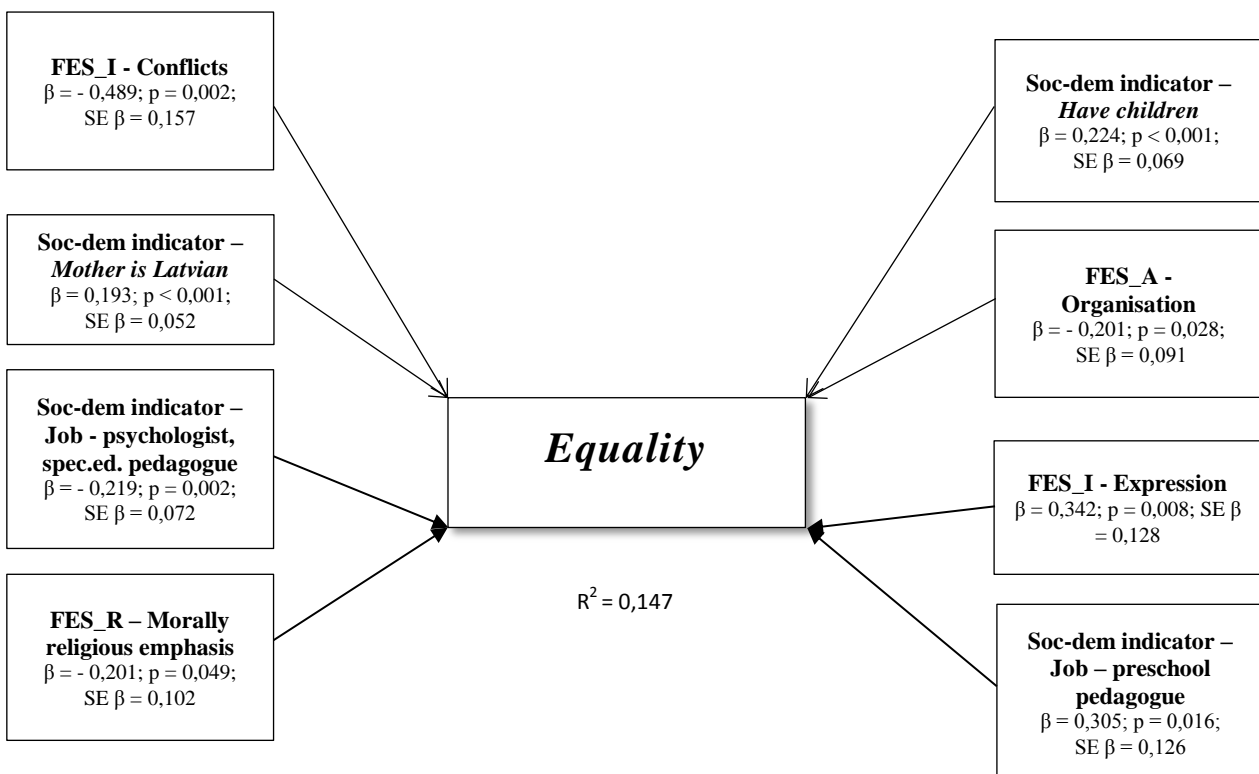


Image 7. A graphic depiction of the model to forecast the feminist identity dimension *Equality*

Model 5 forecasts the feminist identity dimension *Anger and caution*. It explains 11% ($R^2=0.11$) of the subscale results. The model is statistically important ($R^2=0.110$, $F(5, 495)=12.289$, $p<0.001$) (Image 8)

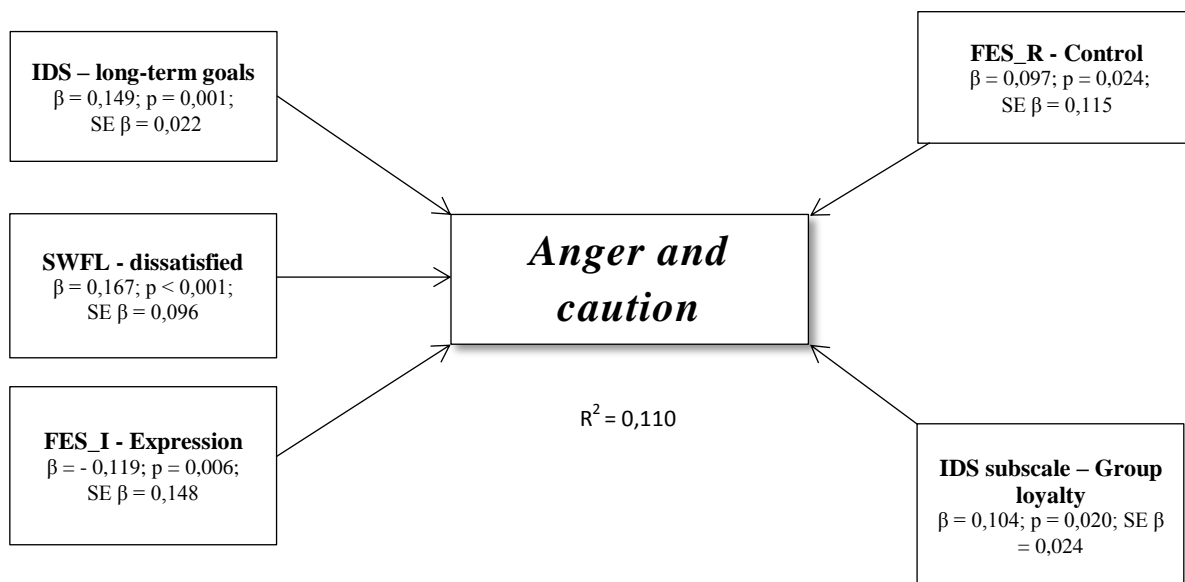


Image 8. A graphic depiction of the model to forecast the feminist identity dimension *Anger and caution*

The models of the feminist identity dimensions Differentiation and Equality which characterise women who support stereotypical gender roles are mostly forecast by socio-demographic indicators and family environment variables, while the models of the feminist identity dimensions Active feminists, Anger and caution and Discovery and synthesis, which have do with active ideas about feminism, are mostly forecast by family environment and identity crisis variables.

At a level of 17% probability, the active feminist dimension is forecast by the conditions under which the women has no younger sisters, a family environment which does not recognise the independence of family members, or dissatisfaction with the family's focus on active leisure, but with no distinct dissatisfaction with family life as such. There is a desire to focus the future family on intellectual and cultural values. There has been a long-term identity crisis in relation to aspects of sexuality and of group loyalty.

At a level of 17% probability, the differentiation dimension is forecast by conditions under which the students mother has a daughter from her first marriage and her father is already in a second marriage, she does not want to become a manager, and she does not want to study public relations or journalism. The family environment is not focused on the mutual independence of family members, but the student is dissatisfied with overall family life. She wants more organisation

in her future family, with less of a focus on religious or intellectually cultural values. There is an identity crisis in relation to group loyalty.

At a level of 10% probability, the dimension of discovery and synthesis can be forecast by a long-lasting and general identity crisis, provided that the student is not partly satisfied with family life or with life in a family environment that is not focused on maintaining a system.

At a level of 15% probability, the dimension of equality can be forecast by a mother who is a Latvian, a child during the first year of studies, the decision to study preschool pedagogy, and no desire to study psychology or special education pedagogy. The family does not support moral and religious values, the student is not satisfied with the organisation of her family life, and she wants more emotional expression, but no conflicts, in her future family.

At a level of 11% probability, the dimension of anger and caution can be forecast by a family environment in which there is distinct control and by dissatisfaction with family life. Respondents want a future family with less in the way of emotional expression. There is an identity crisis in relation to group loyalty and long-term goals.

Limitations in the research and recommendations for further research

A substantial limitation in this research project related to the influence of the surrounding cultural environment and existing historical traditions. The models and theories that are analysed in this dissertation were mostly created in the United States of America or elsewhere in Europe. Latvia's cultural environment is considerably different from the situation in those other countries, because Latvia spent half a century as part of the Union of Soviet Socialist Republics, where very different values prevailed. The Iron Curtain did not make it possible to obtain information about what was happening beyond the boundaries of the USSR. Several generations grew up in this closed environment, in which Communist ideology prevailed. The cultural environment of Latvia, particularly in terms of families, is more in line with the specifics of the cultural environment in Eastern Europe and Russia, as opposed to the cultural environment and traditions of the United States or Western Europe. It must also be taken into account that the mothers and fathers of respondents in this study spent most of their lives in a cultural value that is different from the one that exists today, and they also lived in a system of different values.

It is of great importance that the entire research cohort for the study was made up of women who are in the first year of university studies. This means that only a small segment of the female population was surveyed, which means, in turn, that the application of the research results is limited.

There is also the fact that this author has little experience with such major and important research projects, and that may limit the interpretation of various regularities in the context of social psychology.

Another serious limitation in the study was that the respondents had a fairly small diversity of professions. This may directly affect the models that have been designed, because many professions such as doctors, engineers, etc., remained outside of the purview of the study.

Recommendations for future research:

- 1) Expand the age boundaries of the research cohort;
- 2) Because feminist identity is the social identity of women, but social identity, just like personal identity, is dynamic and changes over time, it would be necessary to conduct a longitudinal study to examine dynamics in the development of feminist identity;
- 3) This research has used definitions and content about feminist identity that have been developed by authors in other cultural environments, and so it would be necessary to examine the content of the concept of “feminism” among those who live in Latvia’s cultural environment;
- 4) Because of the unclear separation among FIDS elements – something that does not support factor analysis or a distribution of analyses of latent profiles – another recommendation is that the overall validity of the survey be examined with another, similar instrument to measure elements of feminist identity.

Conclusions

Scholarly literature was analysed at the theoretical level and empirical research was conducted in order to determine the content of feminist identity in Latvia, as well as factors which can forecast the dimensions thereof. Analysis of the data that were obtained this way makes it possible to determine that the research goals were achieved. The results also make it possible to draw conclusions about the four fundamental research questions and four supplementary questions in the research process.

The first research question: **“What is the content of the feminist identity of Latvian women?”** The answer: Among Latvian women, there are more respondents with the feminist identity dimensions of anger and caution, discovery and synthesis, and active feminist. These women offer more support to the feminist movement’s goal of fighting for gender equality. There are fewer women who represent the dimensions of equality and differentiation who support and recognise historically accepted male and female gender roles.

The second research question: **“What is the link between the feminist identity of women and their a) socio-demographic indicators; b) their satisfaction with family life; c) their real and**

ideal family environment; d) their satisfaction with the family environment; and e) the existence of an identity-related crisis?” The answer:

A) There are links between the dimensions of women’s feminist identity and socio-demographic indicators. There are statistically important links between the FIDS dimension anger and caution and specialisation and family situations, between equality and children, nationality and the mother’s nationality, between discovery and synthesis and age group and number of higher educations, between differentiation and family situation and father’s nationality, and between active feminist and siblings.

When it comes to specialisation, it was found that the dimensions of discovery and synthesis, as well as equality, were most preferred by future preschool pedagogues, with the lowest rating given by the areas of specialisation that include psychology, special education pedagogy and speech therapy. Active feminist views are most recognised by future psychologists, special education pedagogues and speech therapists, while future preschool pedagogues recognise these views to the least degree. The dimension of discovery and synthesis is mostly preferred by women who are pursuing their first higher education, while those who are not pursuing their first higher education recognise this dimension to a substantially lesser degree.

When it comes to children, it was found that the dimension of equality involved more preference about women with children. There was a significant difference in this scale when it came to nationality (equality recognised most by Latvian and the least by Russian women) and with the nationality of the mother (equality recognised most by women whose mothers are Latvians and the least by women whose mothers are of other nationalities). When it came to siblings, the active feminist dimension was most preferred by respondents with one or more older brothers, while it was least preferred by respondents with one or more younger sisters. When it came to the status of the parents’ marriage, it was found that the dimension of differentiation was most preferred by women from families in which the mother was married for the first time and the father was married for the second time, and it was least preferred by women from families in which the father was married for the first time and the mother was married for the second time.

There were no statistically significant differences related to the father’s nationality, the respondent’s living environment or place of residence, or age groups.

B) Satisfaction with family life is positive linked to the differentiation dimension of feminist identity. More detailed analysis found negative correlations between differentiation and dissatisfaction with family life, between the active feminist dimension and very distinct dissatisfaction with family life, and between the dimension of discovery and synthesis and partial satisfaction with family life. There were positive links between discovery and synthesis and satisfaction with family life, as well as between

anger and caution and dissatisfaction with family life. The equality dimension did not have any statistically significant links with the SWFL subsections.

C) There were several links between dimensions of feminist identity and the family environment subscales, family types and family groups.

The anger and caution dimension has positive links to the real family environment in which there is morally religious emphasis and control, but negative links with a real family environment in which aspects of independence are important. A negative correlation was found between the subscale anger and caution and an ideal family environment in which the focus is on the expression of emotions by family members.

The equality dimension has positive links to a real family environment that is oriented on independence and intellectually cultural issues, but negative links to a family environment with a morally religious emphasis. This subscale also has positive correlations with an ideal family that involves co-operation, emotional expression among family members, and intellectually cultural orientation, or a focus on active leisure, but a negative link to an ideal family that is governed by conflicts. The equality dimension also has a positive link to a family that is focused on independence.

The discovery and synthesis dimension has positive correlations with a real family environment that has a morally religious orientation or an emphasis on organisation and control, as well as positive links with an ideal family environment with the same focuses. This dimension has negative correlations with a disorganised family type or a family group that is focused on maintaining a system.

The differentiation dimension has positive links with a real family environment that is focused on co-operation, is morally and religiously focused and emphasises organisation. There are negative correlations with a real family environment that is focused on conflicts or has an intellectually cultural orientation. There is also a positive link with an ideal family environment in which there is morally religious emphasis, but a negative link with an ideal family environment that supports the expression of emotions or an intellectually cultural orientation. This dimension also has a negative correlation with a family type that is focused on independence.

The active feminist dimension has negative links to a real family environment that is focused on individual independence, but positive ones to a family environment that is focused on active leisure or achievements, on an intellectually cultural orientation, a morally religious emphasis, or the leading role of control in the family. This dimension also has positive links with an ideal family environment in which there are conflicts or distinct control over family members, but negative correlations with an ideal family environment in which the focus is on co-operation, support for the expression of emotions, or active leisure.

D) When the analysis focused on links between satisfaction with the family environment (including the sense of well-being) and dimensions of feminist identity, it was found that equality had negative links with satisfaction about a family environment that supports the expression of emotions and one which is organised. This dimension also has a negative correlation to a sense of well-being in the family environment. The dimension of discovery and synthesis has positive links to satisfaction with a family environment that is focused on co-operation and active leisure. The differentiation dimension has a positive correlation to satisfaction with a family environment that is based on Cohesion, supports the expression of emotions, and is interested in active leisure. It has a negative correlation to satisfaction with a family environment that is oriented toward conflicts. The differentiation dimension also has positive links to the sense of well-being in a family environment. The active feminist dimension has positive links with satisfaction about a family environment that is focused on Cohesion, supports the expression of emotions, and is interested in active leisure. This dimension also has a positive correlation with the sense of well-being in the family environment.

E) When analysing links between the dimensions of feminist identity and crises of identity, it was found that there are positive links between the overall indicator of identity crisis and with all seven of the subscales of the identity crisis survey (long-term goals, career choice, friendship, sexuality, religion, values and group loyalty), as well as with the dimensions of anger and caution, discovery and synthesis and active feminist. This indicates that as support for feminist views increases and as there is increased readiness to become involved in the defence of feminist ideals, there are links to identity crises, but if the identity crisis shrinks, there is an increase in accepting and recognising stereotypical roles for women and men.

The third research question: **“What is the link between the satisfaction of women in terms of their family environment, family life and identity crisis?”** The answer:

There are links between these factors. The overall identity crisis increases as there is increased dissatisfaction with control in the family environment. As women become more satisfied with Cohesion among family members, indicators related to identity crises and identity problems recede. As women become more satisfied with emotional expressions among family members, there are fewer problems with long-term goals. As dissatisfaction with conflicts and control in the family environment increases, so does a long-lasting identity crisis or identity promises. These crises and problems receded as women become more satisfied with independence in the family environment. Women who are satisfied with a family that is focused on intellectually cultural values have fewer identity problems, and indicators related to identity crises diminish for women who are satisfied about a family that is focused on achievements.

The fourth research question: **“What are the socio-demographic indicators (age, nationality,**

nationality of parents, area of specialisation, children, family situations, siblings, the living environment, the place of residence, the marriage of parents and the number of people with a higher education), the aspects of the family environment (satisfaction with family life, the actual family environment, the ideal family environment, and satisfaction with the family environment), and the shifting aspects of identity crises that can forecast dimensions of feminist identity?" The answer:

The models of the feminist identity dimensions differentiation and equality describe women who support stereotypical gender roles, and they are basically forecast by socio-demographic indicators and family environment variables. The models of active feminist, anger and caution and discovery and synthesis relate to active feminist ideas, and these are mostly forecast by family environments and identity crisis variables.

At a level of 17% probability, the active feminist dimension is forecast by the conditions under which the woman has no younger sisters, a family environment which does not recognise the independence of family members, or dissatisfaction with the family's focus on active leisure, but with no distinct dissatisfaction with family life as such. There is a desire to focus the future family on intellectual and cultural values. There has been a long-term identity crisis in relation to aspects of sexuality and of group loyalty.

At a level of 17% probability, the differentiation dimension is forecast by conditions under which the student's mother has a daughter from her first marriage and her father is already in a second marriage, she does not want to become a manager, and she does not want to study public relations or journalism. The family environment is not focused on the mutual independence of family members, but the student is dissatisfied with overall family life. She wants more organisation in her future family, with less of a focus on religious or intellectually cultural values. There is an identity crisis in relation to group loyalty.

At a level of 10% probability, the dimension of discovery and synthesis can be forecast by a long-lasting and general identity crisis, provided that the student is not partly satisfied with family life or with life in a family environment that is not focused on maintaining a system.

At a level of 15% probability, the dimension of equality can be forecast by a mother who is a Latvian, a child during the first year of studies, the decision to study preschool pedagogy, and no desire to study psychology or special education pedagogy. The family does not support moral and religious values, the student is not satisfied with the organisation of her family life, and she wants more emotional expression, but no conflicts, in her future family.

At a level of 11% probability, the dimension of anger and caution can be forecast by a family environment in which there is distinct control and by dissatisfaction with family life. Respondents

want a future family with less in the way of emotional expression. There is an identity crisis in relation to group loyalty and long-term goals.

This dissertation represents the first time that four instruments were adapted in Latvia: 1) the Feministic Identity Development Scale (Bargard & Hyde, 1991); 2) the Satisfaction with Family Life Scale (Zabriskie, et.al., 2003); 3) the Family Environment Scale (Moss and Moss, 2009); and 4) the Identity Stress Survey (Berman, Montgomery and Kurtines, 2004).

When it comes to secondary questions about the psychometric indicators of the research instruments that were translated into Latvian, it can be concluded that the main psychometric indicators of all four adapted research instruments were in line with universally accepted requirements, which means that these instruments can also be used for future research and practical activities.

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