

Psychocorrection of conflictual behaviour of college students

Valentina Dolgova
 South Ural State Humanitarian
 Pedagogical University
 Chelyabinsk, Russia
 23a12@list.ru

Olga Kondratieva
 South Ural State Humanitarian
 Pedagogical University
 Chelyabinsk, Russia
 oca74@yandex.ru

Lyudmila Sencheva
 South Ural State Humanitarian
 Pedagogical University
 Chelyabinsk, Russia
 sencheva1972@mail.ru

Julia Rokitskaya
 South Ural State Humanitarian Pedagogical University
 Chelyabinsk, Russia
 rokitskayaya@cspu.ru

Abstract—Student years are an important stage in personal development and formation of the value-based attitude to such a pedagogical sphere in which a student continues the socialization. However, conflict situations emerging in the process of education can cause lasting animosity towards a teacher and hinder interaction with them for a long time, lead to new problems and conflicts involving other students and be a reason for missing classes and reduction of motivation to study. These issues require a systemic and systematic psychocorrection activity aimed at eliminating conflictual behaviour with the use of special targeted programmes. Thus we set an objective to theoretically justify and experimentally verify a programme of psychocorrection of conflictual behaviour of college students. To achieve the objective we developed the said programme. The purpose of the programme was to ensure psychocorrection of conflictual behaviour of college students. The objectives of the programme were to help students understand the culture of communication, develop their communication skills, acquire abilities to act constructively in a conflict situation, improve their emotional resilience and self-control, create social and psychological environment in a team, and to form positive personal qualities in students. In the study we used theoretical methods (an analysis and compilation of professional literature, simulation, definition of objectives), empirical methods (an ascertaining and an educational experiments, tests based on the technique by Thomas K., the degree of conflictual behaviour assessment technique, and the modular sociological test by Antsupov A.), and the Wilcoxon T test. The study found that after the implementation of the programme students enhanced their ability to control their behaviour and emotions constructively, which helped them improve relationships within a group. In a conflict situation cooperation and compromise became the most preferable behaviours. The study proved the possibility to perform conflictual behaviour correction among students. The success of the correction depends on the implementation of a targeted psychocorrection programme.

Keywords—students, college, conflictual behaviour, behavioural patterns, simulation, psychocorrection

I. INTRODUCTION

Adolescence is the most important stage in personal development, and the crucial role here is played by a value-based attitude of a student to such a pedagogical sphere in which a student continues the socialization. From early childhood a person develops different types of conflicts due to defects of socialization [1, 11, 18]. Here we need to highlight the fact that conflicts do not emerge but develop. When getting into a college, young people may already be conflictual, as in their upbringing their parents might have used physical violence [8, 10, 12]. Conflicts between parents and their child appear due to destructive family relationships, failures in upbringing, or individual psychological characteristics. Although in the process of education such children experience some deprivation from parents, their psychological traumas continue to influence their behavioural patterns for a long time [6, 9, 14]. Another reason is that a conflict may emerge unintentionally, but after a successful achievement of objectives with the use of the said conflict a student may decide to resort to such conflictual behaviour again when dealing with any difficult situations [2, 4, 13].

In any activity objective [3, 16, 17] and subjective conditions [7, 15, 20] contribute to a conflict. In the process of education they are expressed in the following way: objective conditions - poor class conditions, an unsatisfactory plan of a lesson, ill-treatment by a teacher, monotony of lessons, disruption of a lesson by other students. Subjective conditions - both sides are sure of their rightness and unwilling to seek compromises, one of the sides points out the smallest misbehaviour of the other but refuses to acknowledge their own inappropriate behaviour, one of the sides considers own actions reasonable and respectful while viewing those of the other as unfair and unacceptable; incompatibility in temperamental characteristics between a teacher and a student (for example, lability and rigidity), other personal characteristics (susceptibility, short temper, suspiciousness).

The purpose of the study was to theoretically justify and experimentally verify a programme of psychocorrection of conflictual behaviour of college students.

II. RESEARCH METHODS

We developed a psychocorrection programme. The purpose of the programme was to ensure psychocorrection of conflictual behaviour of college students. The objectives of the programme were to help students understand the culture of communication, develop their communication skills, acquire abilities to act constructively in a conflict situation, improve their emotional resilience and self-control, create social and psychological environment in a team, and to form positive personal qualities in students.

The study involved 25 students, including 9 female students and 16 male students. We applied theoretical methods (an analysis and compilation of professional literature, simulation, definition of objectives) [19], empirical methods (an ascertaining and an educational experiments, tests based on the technique by Thomas K., the degree of conflictual behaviour assessment technique, and the modular sociological test by Antsupov A.) [21], and performed the Wilcoxon T test [5].

The article is written in the framework of the Scientific and Methodological Foundations of Psychology and Management Technology of Innovative Educational Processes in the Changing World scientific project of the comprehensive plan of research, project and organizational activities of the research centre of Russian Academy of Education in the South Ural State Humanitarian Pedagogical University for 2018-2020.

III. RESULTS

The findings of the analysis based on the K. Thomas technique before and after the implementation of the programme of psychocorrection of conflictual behaviour of college students are presented in Fig. 1.

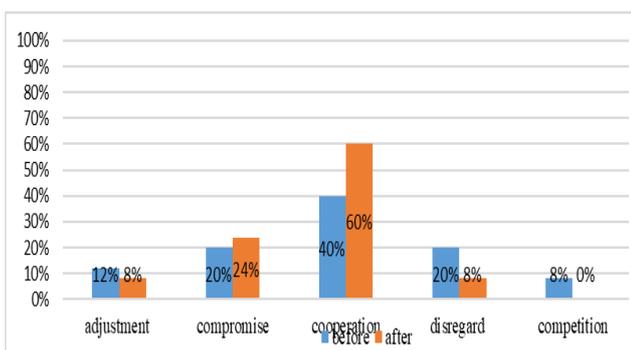


Fig. 1. The findings of the analysis based on the K. Thomas technique before and after the implementation of the programme of psychocorrection of conflictual behaviour of college students

Fig. 1 clearly shows the prevalence of cooperation. The percentage of the preference of this behavioural pattern increased by 20% after the implementation of the programme. The percentage of compromise also increased by 4%. The percentage of adjustment and disregard dropped by 4% and 12% respectively. Competition was eliminated altogether. Students became more involved in a collaborative

resolution of conflicts, learned to recognize the causes of them, and started to look for solutions beneficial to both sides. Competition, a blatant fight for personal interests, and a stubborn defence of own opinion were practically eliminated after the programme. All the foregoing demonstrates the effectiveness of the psychocorrection programme.

The findings of the analysis based on the degree of conflictual behaviour assessment technique before and after the implementation of the programme of psychocorrection of conflictual behaviour of college students are presented in Fig. 2.

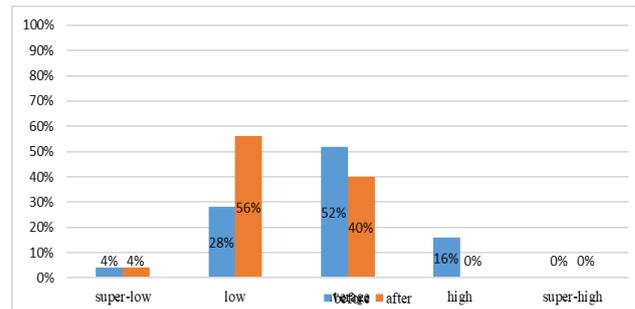


Fig. 2. The findings of the analysis based on the degree of conflictual behaviour assessment technique before and after the implementation of the programme of psychocorrection of conflictual behaviour of college students.

In Fig. 2 two elements stand out. Before the implementation of the programme the average level of conflictual behaviour had the largest percentage, but after the programme the low level of conflictual behaviour became the most common. The percentage of it is 52% higher than the super-low level and 16% higher than the average level. The super-low level remained at 4% due to the personal typological characteristics of the students and their lack of desire to participate in the programme activities. Such disturbances during the tests as tiredness, pressure, or a bad mood might have affected the results as well. However, the percentage of the average level of conflictual behaviour decreased by 12%. The percentage of the low level increased by 28%. Although long-term results may not be as impressive, but for a short period the programme worked sufficiently.

The findings of the analysis based on the modular sociological test by Antsupov A. before and after the implementation of the programme of psychocorrection of conflictual behaviour of college students showed that the relationships within the group improved. Before the programme the attitude of the group as a whole towards an individual was given 4.39, after the programme - 4.46 points. The attitude of an individual towards the group grew from 3.46 to 3.61 points. The attitude of the group towards an individual received higher points than the attitude of an individual towards the group both before and after the programme.

To test the study hypothesis we performed the Wilcoxon T test. We introduced hypotheses H_0 and H_1 .

H_0 : The decrease rate of conflictual behaviour does not exceed the increase rate of conflictual behaviour.

H₁: The decrease rate of conflictual behaviour does exceed the increase rate of conflictual behaviour.

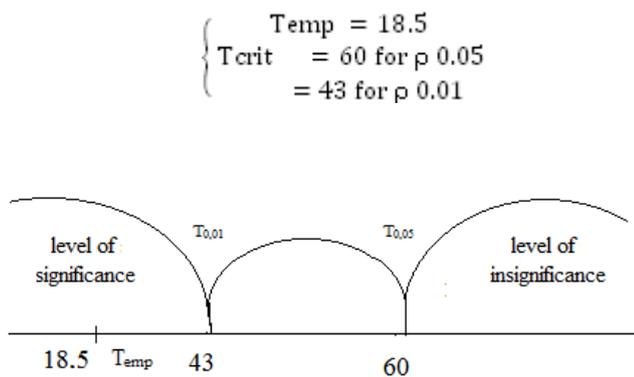


Fig. 3. The significance level

$T_{emp} < T_{crit}$, therefore **H₁** hypothesis is correct: the decrease rate of conflictual behaviour does exceed the increase rate of conflictual behaviour. The calculated T_{emp} is within the significance level.

Thus the level of conflictual behaviour of students is proven to have decreased after the implementation of the programme of psychocorrection of conflictual behaviour of college students.

IV. CONCLUSION

So, the research problem is that destructive conflictual behaviour needs to be replaced by constructive cooperative behaviour in the educational environment. The research questions concerned theoretical and empirical study of the impact of the psychocorrection programme on the reduction of conflictual behaviour of students and on the choice of behavioural patterns by students, in particular on their choice of cooperation and compromise in a conflict situation.

The study proved the possibility to perform conflictual behaviour correction among students. The success of the correction depends on the implementation of a targeted psychocorrection programme, therefore positive results were achieved. Besides, the programme revealed mistakes made by teachers and students that lead to conflicts. The main causes of conflicts between a teacher and a students are divergent views on particular issues, overwhelming requirements and poor conditions for assignment completion, misunderstanding of own rights and responsibilities, inflated self-esteem of students with low abilities, personal characteristics, poor intelligence, disagreement with a mark or evaluation of behaviour or actions. They can cause lasting animosity towards a teacher and hinder interaction with them for a long time, lead to new problems and conflicts involving other students and be a reason for missing classes and reduction of motivation to study.

ACKNOWLEDGEMENTS

The article is written in the framework of the Scientific and Methodological Foundations of Psychology and Management Technology of Innovative Educational Processes in the Changing World scientific project of the comprehensive plan of research, project and organizational activities of the research centre of Russian Academy of

Education in the South Ural State Humanitarian Pedagogical University for 2018-2020.

REFERENCES

- [1] A.N. Bogachev, V.I. Dolgova, I.E. Emelyanova, O.A. Kondratieva, "Early childhood educators' readiness to organise parent/professional partnership-based leisure activities 18th PCFS 2018 - Professional Culture of the Specialist of the Future", Saint Petersburg: The European Proceedings of Social & Behavioural Sciences EpSBS, vol. XIX, p. 115, 2018.
- [2] C. Wood, M. Conner, T. Sandberg, (...), G. Godin, P. Sheeran, "The Impact of Asking Intention or Self-Prediction Questions on Subsequent Behavior: A Meta-Analysis", Personality and Social Psychology Review, vol. 20, no. 3, pp. 245-268, 2016.
- [3] D.A. Dimitriev, E.V. Saperova, Yu.D. Karpenko, A.D. Dimitriev, "Regression to mean: modification of examination stress data", Acta Physiologica, vol. 202, no. S685, p. 83, 2011.
- [4] E.A. Heerey, "Decoding the Dyad: Challenges in the Study of Individual Differences in Social Behavior", Current Directions in Psychological Science, vol. 24, pp. 4, pp. 285-291, 2015.
- [5] E.V. Sidorenko, "Methods of mathematical processing of in psychology", Saint Petersburg: Speech, vol. 350, 2003.
- [6] F. Harrevel, H.U. Nohlen, I.K. Schneider, "The ABC of Ambivalence: Affective, Behavioral, and Cognitive Consequences of Attitudinal Conflict", Advances in Experimental Social Psychology, vol. 52, pp. 285-324, 2015.
- [7] G. Dreisbach, R. Fischer, "Conflicts as Aversive Signals for Control Adaptation", Current Directions in Psychological Science, vol. 24, no. 4, pp. 255-260, 2015.
- [8] J. Garber, S.A. Frankel, C.G. Herrington, "Developmental Demands of Cognitive Behavioral Therapy for Depression in Children and Adolescents: Cognitive, Social, and Emotional Processes", Annual Review of Clinical Psychology, vol. 12, pp. 181-216, 2016.
- [9] J.B. Hirsh, S.K. Kang, "Mechanisms of Identity Conflict: Uncertainty, Anxiety, and the Behavioral Inhibition System", Personality and Social Psychology Review, vol. 20, no. 3, pp. 223-244, 2016.
- [10] J.D. Jones, J. Cassidy, P.R. Shaver, "Parents' Self-Reported Attachment Styles: A Review of Links with Parenting Behaviors, Emotions, and Cognitions", Personality and Social Psychology Review, vol. 19, no. 1, pp. 44-76, 2015.
- [11] Ju.V. Batenova, V.I. Dolgova, I.E. Emelyanova, L.M. Emelyanova, "Educational intervention for treatment of self-esteem in pre-schoolers with operational communication disorders 18th PCFS 2018 - Professional Culture of the Specialist of the Future", Saint Petersburg: The European Proceedings of Social and Behavioural Sciences EpSBS, vol. XIX, p. 116, 2018.
- [12] K. Wynn, "Origins of Value Conflict: Babies Do Not Agree to Disagree", Trends in Cognitive Sciences, vol. 20, no. 1, pp. 3-5, 2016.
- [13] M. Mast, D. Frauendorfer, D. Gatica-Perez, L. Nguyen, T. Choudhury, "Social Sensing for Psychology: Automated Interpersonal Behavior Assessment", Current Directions in Psychological Science, vol. 24, no. 2, pp. 154-160, 2015.
- [14] M.D. Anestis, K.A. Soberay, P.M. Gutierrez, T.E. Joiner, T.D. "Hernández, Reconsidering the Link Between Impulsivity and Suicidal Behavior", Personality and Social Psychology Review, vol. 18, no. 4, pp. 366-386, 2014.
- [15] N. Chevalier, "Executive Function Development: Making Sense of the Environment to Behave Adaptively", Current Directions in Psychological Science, vol. 24, no. 5, pp. 363-368, 2015.
- [16] S. Han, Y. A. Ma, "Culture-Behavior-Brain Loop Model of Human Development". Trends in Cognitive Sciences, vol. 19, no. 11, pp. 666-676, 2015.
- [17] T. Kleiman, C. Stern, Y. Trope, "When the Spatial and Ideological Collide: Metaphorical Conflict Shapes Social Perception", Psychological Science, vol. 27, no. 3, pp. 375-383, 2016.
- [18] V.I. Dolgova, I.E. Emelyanova, O.G. Mishanova, V.I. Bykov, "Early childhood educator professional development. 18th PCFS 2018 - Professional Culture of the Specialist of the Future", Saint Petersburg:

The European Proceedings of Social and Behavioural Sciences
EpSBS, vol. XIX, p. 114, 2018.

- [19] V.I. Zagvyazinskiy, "Technique and methods of psycho-pedagogical research: study guide", Moscow: Academy, vol. 208, 2008.
- [20] Y.Y. Tang, M.I. Posner, M.K. Rothbart, N.D. Volkow, "Circuitry of self-control and its role in reducing addiction", Trends in Cognitive Sciences, vol. 19, no. 8, pp. 439-444, 2015.
- [21] Yu.M. Zabrodin, V.E. Pakhalyan, "Psychognosis: reference book", Saratov: Tertiary Education, vol. 449, 2015