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## Psychological safety as a factor in the intellectual development of school leavers

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### Abstract

We analyze the theoretical understanding of the problem of psychological safety. The article presents the results of measuring the severity of indicators and indices of psychological safety, the level of development of social and abstract-logical intelligence in high school graduates. The reasons for the presence or absence of correlations between the intellectual parameters, such as social and abstract-logical intelligence, and indicators of psychological safety of pupils.

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*Keywords:* Psychological safety; communication strategies; social intelligence; abstract and logical intelligence

### 1. Introduction

The psychological problem of human security is of particular importance. It is connected with both life and the well-being of society and cultural development in general (Maddi, 2003; Ryff, 1995; Van der Geer, Hanraads, & Lupton, 2000). Today the important conditions for development of the individual are not only a high level of education, development of skills and professionally important qualities, willingness to take risks and the adapting to change, but also a person's sense of security.

The focus in developing a sense of psychological safety is on youth (Shershnev, Kozlova, Bogomaz). These are people who are ready for new things and constant development, but, unfortunately, who are the most vulnerable in terms of health and safety. Studying the features of the development of a sense of psychological safety, we promote the creation of conditions for the development of young people with active citizenship and personal position (Osin, 2010). It is the young who are ready to develop the intellectual and communication skills which in the process of

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interaction with other people contribute to the solution of solving complex interdisciplinary knowledge-intensive tasks which determines the innovative development of Russia in the XXI century.

The purpose of our research is to identify the relationship between psychological safety and parameters of abstract-logical and social intelligences of students in the 11<sup>th</sup> class.

It has been suggested that the subjective assessment of psychological safety of the school-leavers can be positively connected with the level of development of their abstract-logical and social intelligence.

## 2. Materials and Method

We examined a group of schoolchildren studying in the 11th class numbering 68 people aged 17-18 years. The study was conducted among graduates of 2013 and 2014.

We used the technique of "Scale of basic beliefs" of R. Janow Boulemane, adapted by O. A. Kravtsova (Soldatova, 2003). It allows one to measure the subjective evaluation of psychological safety. We also used a modified version of the test "Progressive matrix of J. Raven" in the modification and adaptation of B. Koichu (Koichu, 2003), which measures the effectiveness and efficiency of the abstract-logical intelligence test (Sheketera, Sudneva, and Bogomaz, 2014).

We used a modified version of the techniques of Sheketera, Sudneva and Bogomaz (2014) "Assessing the optimal choice in a conflict situation" by S. V. Shcherbakov to study the social intelligence of pupils (2010). According to the test's results, we calculated an index of social intelligence as the arithmetic mean of constructive strategies for ending the conflict with a "compromise" and "cooperation" (Matsuta, Sudneva, and Bogomaz, 2014).

The results of the psychodiagnosis of students were organized into a database and processed statistically in the program Statistica 6.0. The study was carried out by means of a correlation analysis using Peirce criterion.

## 3. Results

Analysis of the mean values of the studied parameters pointed to the fact that high school leavers have them in the age norm. Therefore, we can conclude that they have formed a positive system of basic beliefs, they experience a sense of psychological security characterized by a high level of abstract intellectual abilities. Parameters of social intelligence for this sample were first calculated and presented in an earlier scientific work (Sheketera, Sudneva and Bogomaz, 2014).

Table 1. Results of a correlation analysis of indicators of social intelligence and basic beliefs

Indicators and indices	Compromise	Cooperation	Social Intelligence
Belief in the benevolence of the world	r=0,471	r=0,4704	r=0,494
	p=0,000	p=0,000	p=0,000
Belief in the justice of peace	r=0,494	r=0,3743	r=0,4546
	p=0,000	p=0,002	p=0,000
Belief in the controllability of the world	r=0,515	r=0,4182	r=0,489
	p=0,000	p=0,000	p=0,000
Belief in the ability to self-control	r=0,431	r=0,3878	r=0,4293
	p=0,000	p=0,001	p=0,000
The category of "benevolence of the world"	r=0,418	r=0,4143	r=0,4372
	p=0,000	p=0,000	p=0,000
The category of "meaningfulness of the world"	0,382	0,3359	0,3763
	p=,001	p=,005	p=,002
Category "value" I "	0,443	0,4464	0,4671
	p=,000	p=,000	p=,000
The index "value for Peace / I"	0,357	0,3842	0,3894

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