Research Article

Person-Oriented Irritability, Social and Educational Stereotypes as Factors of Adopting Controlling or Non-Aggressive Position by Students

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ABSTRACT

Introduction: The relevance of the problem is determined by the existing necessity to establish factors, mechanisms and conditions that are important for instilling the principles of non-aggressive behavior in students who propose to work in the sphere of psychological and educational support. The aim is to investigate the effect of person-oriented irritability, social and educational stereotypes on adopting either a controlling or manipulative position, or a non-aggressive position by students.

Materials and methods: In the present research, the following methods were adopted: theoretical (analysis, specification, generalization); empirical: unique techniques were developed for the purpose of studying intercommunication patterns between students, for determining levels of person-oriented irritability and the level of students' rigidity; methods of statistical analysis of data: correlation analysis was performed, in which both linear and point-biserial (Pearson) correlation coefficient was employed. 133 students of both genders, average age 20, took part in the experiment, all of them proposing to work in the sphere of psychological and educational support (future teachers, psychologists, social care teachers) at Moscow University for the Humanities (60 people) and Cherepovets State University (73 people).

Results: The research helped to establish the following: a greater number of people causing students' irritation is associated with stronger factors for adopting controlling and manipulative positions. And vice versa, the low level of irritation caused by people is connected with more favorable conditions for adopting a non-aggressive position. We have also found out that the greatest rigidity of social and educational stereotypes is displayed by the students with apparent passive attitudes.

Discussion of results: We have characterized three groups of people that may cause a higher level of irritability, leading to adopting controlling and manipulative behavior patterns, the absence of which results in adopting a non-aggressive position. They include unsociable, reserved, slow or hyper-initiative people. The most liable to social and educational rigidity are students with predominant passive position. Their attitude is characterized by prevalence of such stereotypes as denial of creative freedom for a university teacher, habit of obeying seniors' orders, admitting necessity of strictness in a teacher, and distrust of university's character building potential ('this work should be delegated to the family').

Conclusion: We come to the conclusion that for the purpose of developing skills of non-aggressive communication, it is not enough for the future counselors of psychological and educational support just to be aware of ideas of non-aggression as a universal human value. It is also necessary to develop techniques that will teach students not to get irritated, to recognize and overcome their social and educational stereotypes.

The acquired results may be employed in practical training for creating a humanistic focus in personality development, for developing ability to build up relations avoiding overt and masked forms of pressure.

Key words: *Non-Aggressive Communication, Controlling Behavior Pattern, Manipulative Behavior Pattern, Non-Aggressive Behavior Pattern, Person-Oriented Irritability, Social and Educational Stereotypes, Students in the Field of Psychological and Educational Support.*

INTRODUCTION

Man as a social being spends the greater part of life interacting with other people. This interaction occurs in different types of activities, including communication. In its course, different issues might arise between the involved parties,

who pursue their own objectives. This situation makes it necessary for a person to adopt this or that position and realize a certain strategy in order to influence an opponent, the strategies being imperative, manipulative, and developing [1]. Typically adopted positions are as follows: controlling behavior, manipulative behavior, non-aggressive behavior, and submissive (passive) behavior [2]. Controlling, manipulative and non-aggressive patterns of behavior are means of realizing imperative, manipulative and developing strategies respectively. Submissive position excludes taking active steps; therefore, we cannot speak here about a coherent strategy at work.

Controlling behavior is manifested in applying pressure, putting forward demands, issuing orders and threats, subduing, even going from covered to direct aggression. Manipulative behavior is aimed at achieving one's ends by means of deceit, flattery, bribery, bullying, promises, indirect pressure, appealing to authorities, and so on. Non-aggressive behavior demonstrates that a person is able to consider other people's interests to the highest possible degree, that s/he is inclined to resort to non-injuring actions. For example, one uses a request instead of an order; and instead of applying pressure one tries to get a person interested. Typical non-aggressive actions are as follows: cooperation, persuasion, assistance, love, compromise solution, forgiveness and others. Submissive behavior in its passive variant consists in withdrawal from active steps, in avoidance policy, in being patient and resigning to circumstances or the status quo.

In the process of interaction any person can take each of these types of behavior. At the same time, certain patterns begin to dominate and determine one's style of interaction with other people. We consider the situation with prevalence of non-aggressive behavior patterns to be optimal. It is the type of behavior that creates possibilities for implementation of developing strategy, which presupposes dialogue and all possible frankness on the part of participants of communication. Admittedly, not all people are able to abstain from controlling and manipulative practices; but to keep them down to a minimum and to refrain from unjustified pressure is a task within the powers of any person.

Ability of non-aggressive interaction is especially important for occupations that imply working with people: for teachers, psychologists, doctors, and many others. It is difficult to imagine that there exists a teacher who applies only repressive measures to his or her students, measures founded on wanton severity, threats, pressure, disparagement, and so on. If such a teacher does exist, he or she is professionally inadequate.

All types of behavior mentioned above, including non-aggressive position, are instilled in us since early childhood while the child is exposed to either the values of pressure and control or the values of non-aggression, and while s/he acquires the experience of interacting with other people. Viewing the ability of non-aggressive interaction as a professionally relevant personal character trait we must state that colleges and universities that train future members of humanistic professions have the upper hand in developing this important faculty. Attending obligatory and optional courses, doing case studies and trainings, students become competent in non-aggressive interaction and develop such personal traits as kindness, sociability, frankness, empathy and consideration. But at the same time, we know from experience that these activities are not always well-targeted. It is most important to come up with techniques aimed at teaching students, non-aggressive behavior and making it their prevalent form of interaction with other people. Therefore, it is necessary to conduct special research of non-aggressive behavior, its structure, factors and conditions that assist the students in or prevent them from acquiring its patterns.

Now therefore the relevance of the problem is determined by the existing necessity to establish factors, mechanisms and conditions important for instilling the principles of non-aggressive behavior in students who study to work in the sphere of psychological and educational support.

We can assume that the most important factors responsible for adopting by the students of a certain behavior pattern in a situation of interaction are as follows: the level of person-oriented irritability, rigidity of social and educational stereotypes, and sensitivity to persons, as well as factors of motivation connected with achieving success or avoiding failures, inclination to risk-taking, desire of adventure or security.

The aim of the present article is to investigate the effect of person-oriented irritability, social and educational stereotypes on adopting either controlling, manipulative, passive or non-aggressive positions by the students. Irritability and stereotypes (social and educational) are closely connected, social and educational stereotypes being basically schematic and simplified individual representations of proper conduct, reactions and relationships of another person. The failure to fit into the picture created by these representations causes irritation that may prompt a person to apply pressure or resort to manipulation.

The hypothesis of the present research runs as follows:

➢ There exists a direct correlation between the level of person-oriented irritability, rigidity of social and educational stereotypes, and the position that students adopt;

➢ Students with a high level of irritability and rigid social and educational stereotypes tend to adopt controlling and manipulative position rather than non-aggressive or passive positions, which is not true for the students with low level of irritability and unmarked social and educational stereotypes.

Literature Review

From the point of view of philosophy, interaction is viewed as a category reflecting influence of objects on each other, their interdependence, including relationships of cause and effect. Thus, people's interaction is a process of influencing each other, in course of which certain relationships are established and certain aims may or may not be achieved. In the course of interaction people may assume certain attitudes. On the one hand, the attitude is determined by the position of a person in the system of personal interrelations, and on the other hand, it is influenced by the system of his attitudes to the other party. The most typical attitudes or positions are "over", "under" and "at the same level". According to Eric Berne (2012) [3], every person can be in three positions or ego-states, which are allegorically named "Parent", "Child" and "Adult". If we view the position from the point of view of possibility of acceptance and practicing the values of pressure and control or of non-aggression by a person, then, as we stated above, we can single out four positions: controlling, manipulative, non-aggressive, and passive.

At present, a lot of scientific research is devoted to different aspects of such phenomena as coercion and non-aggression.

First of all, there are works concerned with the aspect of the values of coercion or non-aggression. On one end of the scale there are works that authorize man's right to coercion and violence. The example is the "will to power" concept, which is the cornerstone of Nietzsche's philosophy. According to Nietzsche, only the strongest will survive, because they fight fearlessly for their survival. This survival is impossible without violence. Anarchism admits the existence of innate inequality and infringement of human rights in society. Thus it becomes essential to restore justice and postulate man's absolute freedom everywhere and everything. Justice can only be restored by means of violence [4]. On the other range of the scale there are works that insist on the priority of non-aggression as a value that enables a person who adheres to it to order his life and his interaction with the world around without resorting to unjustified pressure and coercion. This idea is upheld in all world religions (Jainism, Hinduism, Buddhism, Christianity and so on). No less important are philosophic and ethical foundations of these values, it is enough to mention opinions expressed by Leo Tolstoy, Nicholas Roerich, M. Gandhi, J. Sémelin, M.L. King, A. Schweitzer. In a general way they explain the contemporary treatment of non-aggression as a capacity of man in every moment of his life to choose among a number of alternatives those ones that are least charged with aggression [5].

In psychology these problems are studied in the context of research of causes of aggressive and altruistic human behavior. Contemporary science offers three approaches that explain the nature of human aggression: drive theory (Freud, Lorenz, Adler, Fromm), frustration theory (Dollard, Berkowitz, Rosenzweig), and social learning theory (Bandura, Buss). As for altruistic behavior, the best studied motives are those of helpfulness. As shown by H. Heckhausen (2003) [6], altruistic behavior is determined by two groups of motives: motives of moral responsibility and motives of empathy.

According to our hypothesis, one of the mechanisms governing a decision to accept a certain position in the process of interaction is person-oriented irritability. We define irritation as a negative emotional state that appears in response to failure of external stimuli, events, situations, or other people's behavior to meet the expectation of a person. Irritation may find expression either in reserve or in affective response and aggression. If this pattern is reinforced and becomes habitual, it develops into irritability as a personal trait, a trait of character [7,8]

Nowadays researchers also pay attention to various aspects of irritable behavior.

First, irritability is viewed as a kind of aggression [9]. Irritation and rage are known to be interrelated [10]

Second, a high level of irritability may be a sign of a health disorder. For example, it was shown that a high level of irritability is observed in depressive states [11] and is typical of people after a stroke [12], and also of people with posttraumatic stress disorder [13]. It may be a symptom of chronic fatigue [14]. Irritability is a state that may often be a background for suicidal reflections in young and virtually healthy people [15]. Irritability may indicate activity of psychological defense mechanisms [16].

Third, it has been noted that irritability may be season-dependent, and the level of its intensity is determined by the length of daylight hours [17]

Fourth, it is ascertained that irritability is connected with the attitude of an individual to work. There is a connection between work addiction and both stress symptoms and emotional irritability [18]. It was demonstrated that teleworking has a bearing on the emergence of such emotional states as loneliness, irritability, worry, and feeling of guilt [19].

Fifth, special attention should be paid to research that directly involves problems of person-oriented irritability. In particular, some aspects of irritability were described when doctors direct their irritation at a certain category of patients [20], and senior managers at company employees [21]. E.J. Bradley (1987) [22] determined that mothers with high levels of irritability directed at their children, even when their children successfully performed experimental tasks, were slow with praise and encouragement as compared with mothers who were satisfied with their children and did not have any negative feelings towards them. The teachers' level of irritability directed at children, coupled with greater or lesser degree of self-absorption, forms the basis of either subject-oriented or person-oriented mode of teacher – child interaction [23].

The level of a person's rigidity in adhering to social stereotypes is another factor closely connected with irritability. Social stereotype is usually defined as enduring, dogmatic and extremely simplified ideas, opinions or estimations of certain phenomena, persons, groups, or aspects of behavior, etc. This notion was introduced by W. Lippman (2004) [24] in the 1920s and is widely used in modern science. On the one hand, social stereotypes help a person to cope with a great influx of information by means of its simplification and schematization. On the other hand, they oversimplify thinking, making it non-creative and conventional.

In the present work, we choose to speak about social and educational stereotypes, as the research is devoted to study of social and educational stereotypes and their role in adopting a certain type of behavior by students proposing to work in the sphere of psychological and educational support. We define educational stereotypes as emotionally colored, enduring, schematized mental representations of teaching process, children, parents and teachers. N. Postyalyuk (1992) [25] describes three groups of educational stereotypes: stereotypes connected with authoritarian guidance; stereotypes determined by viewing the form of educational process as an aim in itself, not as means of education; stereotypes determined by prioritization of such measures and procedures that do not allow for students' self-organization, self-government and self-control. The example of a typical stereotype is stamping a learner as "good" or "bad" taking into consideration only three characteristics: good conduct, industry, interest in the subject [26].

It is confirmed that educational stereotypes are shown even in college and university students. We found that more than a third of the total number of students have a stereotyped image of the teaching profession, stereotypes of teacher – student communication process, stereotypical image of students, stereotypes of different kinds of teaching activity that make educational process dull, stilted, prescribed and oppressive [27]. Other researchers point out that students are not aware of the role of a teacher's personality in his/her professional activity, or of their public mission and social duty, or of active, transforming character of their work [28].

The rigidity or absence of social and educational stereotypes determines teachers' adherence to subject-oriented or person-oriented mode of interaction among the members of educational process. The more a teacher, or a future teacher or psychologist relies on subject-oriented mode of interaction, the more often s/he chooses to adopt a controlling or manipulative position in achieving their goals. Reliance on a person-oriented mode of interaction, which bans stereotypes, will rather determine choices in favor of the position of non-aggression [29].

To conclude the review, it is necessary to point out that in spite of considerable attention of humanitarians, the particulars of influence of person-oriented irritability combined with social and educational stereotypes on adopting a certain type of behavior in the process of interaction are not yet sufficiently described. Solving this problem will enable educationists to proceed to practical steps and come up with effective techniques of teaching patterns of non-aggressive behavior to students who specialize in the sphere of psychological and educational support.

MATERIALS AND METHODS

In the present research, the following methods were adopted: theoretical (analysis, specification, generalization); empirical (unique techniques were developed for the purpose of studying intercommunication patterns between students, determining levels of person-oriented irritability and of rigidity in students); methods of statistical analysis

of data (correlation analysis was performed, in which both linear and point-biserial (Pearson) correlation coefficient was employed).

The Questionnaire form for assessment of the degree of development of a certain pattern of behavior contains 40 statement items, 10 for each type of position: controlling, manipulative, non-aggressive, and passive. The participants were offered statement items and four answer options with only one answer to choose. For example, "In a conflict situation I never give in, I try to win at all costs, to be up and not down". Answer options are the following a) often; b) sometimes; c) seldom; d) never. The choice of (a) option scored 3 points, (b) option – 2 points, (c) option – 1 point, (d) option – 0 points. The final result consisted in total points scored by each participant in each scale. The testing of the questionnaire form was performed on 200 senior students specializing in the sphere of psychological and educational support, who were well acquainted with each other. The internal consistency of the form was tested with the help of Cronbach's alpha coefficient. The level of validity and reliability of the questionnaire was proved to be satisfactory. Thus, we concluded that it was possible to use it for practical diagnostics.

The Questionnaire form for person-oriented irritability was organized in the following way. Students were asked to assess their level of person-oriented irritability according to a five-grade scale. They were given the following instruction: "Use a five-grade scale to estimate how often you are irritated by people: 5 – very often; 4 – often; 3 – sometimes; 2 – seldom; 1 – never". Below there was given a list of qualities: disorderly; hyper-orderly; hilarious, ready to laugh at every given opportunity; touchy; meddlesome; non-sociable, reserved, and others (22 positions in total). For greater convenience for analysis and for the sake of correlation analysis, all results were transferred to a binary scale: 4-5 points counted as a marked symptom and were assigned the index of "1", 1-3 points were regarded as low-level and the index was "0". The generalized irritability index was calculated as a sum of high indices divided by the whole number of items (22) multiplied by a hundred. For instance, if a participant has a high score in 7 positions, then his IRRITABILITY index will be as follows: $7:22 * 100 = 32$. The greater the total score is, the higher irritability level shows. Irritability index higher than 50 was considered as high, 25 – 50 – medium, and 1 – 25 – low. If the total score of a student equaled 0, he was believed to experience no person-oriented irritability.

Questionnaire for finding the level of rigidity of social and educational stereotypes. For establishing the level of rigidity of social and educational stereotypes, we modified a questionnaire we had earlier designed for school teachers (24). It consists of 30 statement items, and each of them was adjusted to high school environment. For example, it contained the following widely spread opinions, "A teacher is the main figure in high school, so success and efficiency of academic work depends on him", "I believe that creativity in teacher – student relationships is just words; in reality their intercourse is prescribed by standards and curricula from beginning to end", "You can adequately characterize a student within the scope of such notions as 'academic performance', 'conduct', and 'dress'. Agreement or disagreement was assessed on a five-grade scale: 5 – absolutely agree, 4 – agree rather than disagree, 3 – both agree and disagree, 2 – disagree rather than agree, 1 – absolutely disagree. The total score of answers to all statement items indicated a higher or lower level of rigidity of students' stereotypes. Like in the previous case, results were transferred to a binary scale for greater convenience in using methods of mathematical statistics. Grades 4 and 5 were regarded as marked rigidity and were assigned an index of "1". Grades 1, 2, and 3 were regarded as unmarked rigidity and were assigned "0". For every participant, a total index was calculated as a ratio of a total score to the possible maximum (in our case it is 30 points) multiplied by a hundred. A rigidity index higher than 50 was considered as high, index of 25 – 50 was regarded as moderate. An index of 1 – 25 was regarded as low. If a student scored 0, he was assumed to have no stereotypes.

133 students of both sexes, average age 20, took part in the experiment, all of them proposing to work in the sphere of psychological and educational support (future teachers, psychologists, social care teachers) at Moscow University for the Humanities (60 people) and Cherepovets State University (73 people).

The research was conducted in three stages. At the first stage, theoretical analysis of the problem was performed, major characteristics of phenomena under discussion were singled out and described, and testing tools were developed. At the stage of practical research, we examined the influence of irritability and stereotypes on the choice of pattern of behavior in the course of interaction and the level of its typicality. At the last stage, the collected data were analyzed, results were discussed, and conclusions were drawn.

RESULTS

Now let us describe the main results of the research. At the first stage, correlation analysis of behavior types was conducted. They were correlated to each other and also to the level of irritability and the rigidity of stereotypes. This allowed revealing the general pattern of relationships and mapping the way to detecting more specific connections. The Pearson correlation coefficient was employed. The results are shown in Figure 1.
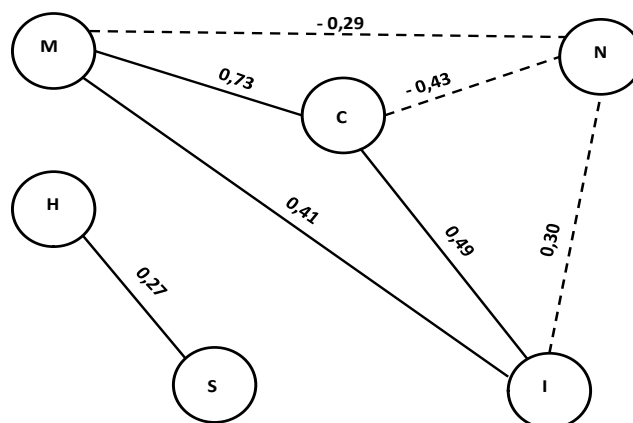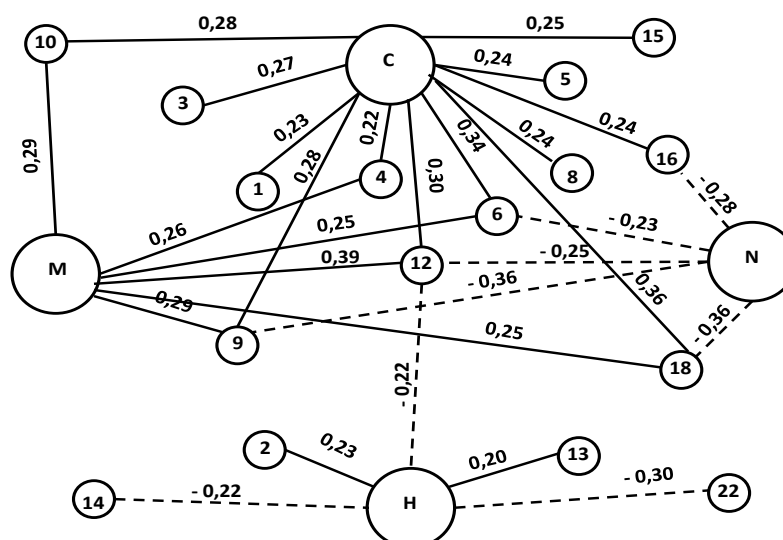

Fig. 1. Relationships of behavior types to each other, to levels of irritability and to rigidity of stereotypes*
*Note: M – manipulative position; C – controlling position; N – non-aggressive position; H – passive position; I – irritability; S – rigidity of stereotypes; ——— positive connection; – – – – negative connection

As we can see in Figure 1, the © controlling position is positively connected with manipulative position (M) – r = 0,73, where p ≤ 0,01, and is negatively connected with non-aggressive position (N) – r = – 0,43, where p ≤ 0,01. In its turn, the manipulative position (M) is also negatively connected with non-aggressive position (N) – r = – 0,29, where p ≤ 0,01. This demonstrates the fact that controlling and manipulative positions are interconnected. A person with a tendency for control will use direct pressure in some situations and covert pressure by means of manipulative practices, in others. A person who adopts a non-aggressive position tends to employ methods of non-coercive interaction rather than direct coercion or manipulation. The positions of control and manipulation have a positive correlation with irritability level (I) – r = 0,49, where p ≤ 0,01 and r = 0,41, if p ≤ 0,01. And vice versa, the non-aggressive position has a negative correlation with irritability level: r = – 0,30, if p ≤ 0,01. So, we can state that people with a higher level of person-oriented irritability will tend to adopt controlling and manipulative positions more often than a non-aggressive position. The research revealed no relevant connections between controlling and manipulative positions on one hand and the rigidity of stereotypes (S) on the other. On the contrary, passive position (H) has a positive correlation with the level of stereotype rigidity: r = 0,27, if p ≤ 0,01. In other words, a high level of rigidity of stereotypes is associated not with controlling or manipulative positions, as we assumed earlier, but with a passive position.
The above results throw light on the general pattern of interrelations between the types of behavior adopted and the level of person-oriented irritability and the rigidity of stereotypes, but they do not enable us to judge about specific features of these relations. In other words, it is reasonable to ask what type of people is apt to irritate students and cause the desire to exercise pressure and manipulate. Similarly, we can ask a question, what stereotypes determine adopting this of that type of behavior, especially in the light of discovered facts pertaining to a passive position.
Let us examine the points mentioned, one after another. First of all, we will consider interrelationship between types of interactional behavior and irritability directed at certain categories of people. The point-biserial (Pearson) correlation coefficient was employed. The results are shown in Figure 2.

Fig. 2. Relationships of behavior types to irritability directed at certain categories of people*
*Note: C – controlling position; M – manipulative position; N – non-aggressive position; H – passive position; and others, 1 – disorderly; 2 – hyper-orderly; 3 – hilarious, ready to laugh at every given opportunity; 4   - touchy; 5 – unduly communicative, meddlesome; 6 – non-sociable, reserved; 8 – too peace-loving, occasionally cowardly; 9 – always showing initiative; 10   - passive, indifferent to business; 12   - "thick-skulled", slow thinking; 13   - hyper-responsible, punctual; 14 – irresponsible, putting things off till tomorrow; 15   - seeking your approval, trying to gain your confidences; 16   - rejecting contact, estranged; 18 – slow; 22 – lazy; ——— positive connection; – – – – negative connection.

In Figure 2, we represent various negative and positive connections between types of interactional behavior and irritability directed at different categories of people.

Students with marked controlling behavior (C) are mostly irritated at: disorderly people (1) – r = 0,23, if p ≤ 0,01; hilarious, ready to laugh at every given opportunity (3) – r = 0,27, if p ≤ 0,01; touchy (4) – r = 0,22, if p ≤ 0,05; unduly communicative, meddlesome (5) – r = 0,24, if p ≤ 0,01; non-sociable, reserved (6) – r = 0,34, if p ≤ 0,01; too peace-loving, occasionally cowardly (8) – r = 0,24, if p ≤ 0,01; always showing initiative (9) – 0,24, if p ≤ 0,01; passive, indifferent to business (10) – r = 0,28, if p ≤ 0,01; "thick-skulled", slow thinking (12) – r = 0,30, if p ≤ 0,01; seeking your approval, trying to gain your confidences (15) – r = 0,25, if p ≤ 0,01; rejecting contact, estranged (16) – r = 0,24, if p ≤ 0,01; and slow (18) – r = 0,36, if p ≤ 0,01.

Students with marked manipulative behavior (M) are mostly irritated at: touchy people (4) – r = 0,26, if p ≤ 0,01; non-sociable, reserved (6) – r = 0,25, if p ≤ 0,01; too peace-loving, occasionally cowardly (8) – r = 0,24, if p ≤ 0,01; always showing initiative (9) – 0,29, if p ≤ 0,01; passive, indifferent to business (10) – r = 0,29, if p ≤ 0,01; – "thick-skulled", slow thinking (12) – r = 0,39, if p ≤ 0,01; slow people (18) – r = 0,25, if p ≤ 0,01.

Students with dominant non-aggressive behavior (N) do not show any positive connections, only 5 negative ones. This proves that they are not irritated with people who may cause irritation of others. These include: non-sociable, reserved people (6) – r = – 0,23, if p ≤ 0,01; always showing initiative (9) – – 0,36, if p ≤ 0,01; "thick-skulled", slow-thinking people (12) – r = – 0,25, if p ≤ 0,01; rejecting contact, estranged (16) – r = – 0,28, if p ≤ 0,01; and slow (18) – r = – 0,36, if p ≤ 0,01.

Students with dominant passive position (H) show 2 positive and 3 negative connections. They are irritated at hyper-orderly people 2) – r = 0,23, if p ≤ 0,01 and hyper-responsible, punctual people (13) – r = 0,20, if p ≤ 0,05. They are not irritated at: "thick skulled", slow-thinking people (12) – r = – 0,22, if p ≤ 0,05; irresponsible people, putting things off till tomorrow (14) – r = – 0,22, if p ≤ 0,05; and lazy people (22) – r = – 0,30, if p ≤ 0,05.

In the same way we will analyze connections of types of interactive behavior with social and educational stereotypes. The point-biserial correlation coefficient was employed. The results are shown in Figure 3.
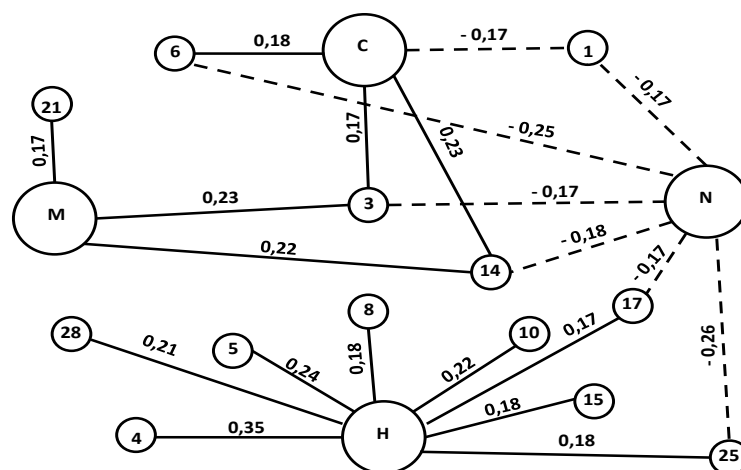
Fig. 3. Relationships of behavior types to rigidity of social and educational stereotypes*
*Note: C – controlling position; M – manipulative position; N – non-aggressive position; H – passive position;

1 – "A teacher is the main figure in high school, success and efficiency of academic work depend on him"; 3 – "Most parents don't bring their children up properly"; 4 – "I believe that creativity in teacher – student relationships is just words; in reality their intercourse is prescribed by standards and curricula from beginning to end"; 5 – "I believe that a teacher should use ready-made materials rather than come up with his/her own ideas"; 6 – "I believe it is not necessary for teachers to reveal their personality to students"; 8 – "Both teachers and students should strictly follow instructions of their superiors, thus avoiding problems"; 10 – "Higher education means giving knowledge, and it's the family who are responsible for upbringing"; 14 – "Nowadays bright students are scarce at universities and colleges, the majority of students aren't very clever"; 15 – "A strict teacher is better in the long run than a lenient one"; 17 – "Young men need more control than young women"; 21 – "It is the family who bear the greatest responsibility for the upbringing of children, not the school or, least of all, college or university"; 25 – "In my opinion, parents' expectations as regards to university (college) are unrealistic"; 28 – "Children take after their parents, it doesn't matter if they are young or grown up."

As it is demonstrated in Figure 3, students with marked controlling behavior show 4 connections: 3 positives and 1 negative. There is a direct correlation with the following stereotypes: "Most parents don't bring their children up properly" (3) – r = 0,17, if p ≤ 0,05; "I believe it is not necessary for teachers to reveal their personality to students" (6) – r = 0,18, if p ≤ 0,05; "Nowadays bright students are scarce at universities and colleges, the majority of students aren't very clever" (14) – r = 0,23, if p ≤ 0,01. Negative connection is displayed with the opinion "A teacher is the main figure in high school, success and efficiency of academic work depend on him or her" (1) – r = – 0,17, if p ≤ 0,05.

Students with marked manipulative positions show 3 positive connections. Similarly, to the previous example, they are, "Most parents don't bring their children up properly" (3) – r = 0,23, if p ≤ 0,01; "Nowadays bright students are scarce at universities and colleges, the majority of students aren't very clever" (14) – r = 0,22, if p ≤ 0,05. And there was added one more stereotype, "It is the family who bear the greatest responsibility for the upbringing of children, not the school or, least of all, college or university" (21) – r = 0,17, if p ≤ 0,05.

Students with marked non-aggressive behavior show 6 negative connections. They disagree with the following statements: "A teacher is the main figure in high school, success and efficiency of academic work depend on him or her" (1) – r = – 0,17, if p ≤ 0,05; "Most parents don't bring their children up properly" (3) – r = – 0,17, if p ≤ 0,05; "I believe it is not necessary for teachers to reveal their personality to students" (6) – r = – 0,25, if p ≤ 0,01; "Nowadays bright students are scarce at universities and colleges, the majority of students aren't very clever" (14) – r = – 0,18, if p ≤ 0,05; "Young men need more control than young women" (17) – r = – 0,17, if p ≤ 0,05; "In my opinion, parents' expectations as regards to university (college) are unrealistic" (25) – r = – 0,26, if p ≤ 0,01.

The greatest rigidity of social and educational stereotypes was shown by the students with marked passive behavior (8 positive connections). Adoption of a passive position is determined by the following stereotypes, "I believe that creativity in teacher-student relationships is just words; in reality their intercourse is prescribed by standards and

curricula from beginning to end" (4) – r = 0,35, if p ≤ 0,01; "I believe that a teacher should use ready-made materials rather than coming up with his or her own ideas", (5) – r = 0,24, if p ≤ 0,01; "Both teachers and students should strictly follow instructions of their superiors, thus avoiding problems" (8) – r = 0,18, if p ≤ 0,05; "Higher education means giving knowledge, it is family that is responsible for upbringing" (10) – r = 0,22, if p ≤ 0,05; "A strict teacher is better in the long run than a lenient one" (15) – r = 0,18, if p ≤ 0,05; "In my opinion, parents' expectations as regards to university (college) are unrealistic" (25) – r = 0,18, if p ≤ 0,05; "Children take after their parents, it doesn't matter if they are young or grown up" (28) – r = 0,21, if p ≤ 0,05. It is noteworthy that such students display adherence to three stereotypes connected with family upbringing. In their opinion, college or university should not meddle with upbringing, since it is the domain of the family; so parents overrate the influence of high school, delegating to it part of their responsibilities. And they also believe that psychological features of parents and children are absolutely identical. "Children take after their parents; it doesn't matter if they are young or grown up".

DISCUSSION OF RESULTS

Thus, we can say that the hypothesis of correlation between person-oriented irritability level and the choice of interactive behavior was fully confirmed. A greater number of people causing students' irritation is associated with stronger factors for adopting controlling and manipulative positions. And, vice versa, a lower level of irritation caused by people is connected with more favorable conditions for adopting a non-aggressive position.

We presume that it is necessary to pay special attention to the factors that correlate positively with controlling and manipulative positions, and negatively with a non-aggressive position. In our research, we singled out five such factors. They include five categories of people who can cause irritation: "non-sociable, reserved"; "always showing initiative"; "thick-skulled", "slow-thinking people"; "rejecting contact, estranged"; "slow". They can be also arranged into three groups.

The first group includes non-sociable, reserved people, rejecting contact. While making an attempt to engage them into a conversation, showing frankness and desire to communicate, students have to deal with an estranged and cool attitude, disinclination to contact or open up. As a result, this manner causes irritation, sometimes offence, a desire to "break the wall of misunderstanding", which may lead to a desire to get one's way, using pressure or manipulation.

Another group of people includes slow-thinking people, with slow reaction. In this case irritation appears because of differences in tempo of work. People get irritated because everything is being done so slowly, and often in the wrong way. As a result, there appears a desire to "push the acceleration button", which drives people to adopting a manipulative or controlling position.

The third group comprises people who are always super-active and highly initiative. They irritate people by the fact that they know everything, have their own opinion on everything, they always bubble with initiative, show they are better than others, and assert themselves. Naturally this "thrusting" of initiative on others meets opposition and irritation may develop into a certain position.

If students develop the ability not to be irritated by these categories of people, to treat them with equanimity and accept them the way they are, they are well on the way to adopting a non-aggressive position.

There is special interest in the analysis of irritability in students with a dominant passive position. As it was shown, the following five factors become prominent. Students of this type are irritated at hyper-orderly and hyper-responsible people. They are not annoyed by slow-thinking people or lazy, irresponsible people, who prefer putting things off till tomorrow. In our opinion, in this case we see a projection mechanism at work. Irritation is caused by the fact that such students themselves are not very scrupulous, responsible, or punctual. And, reversely, slowness, laziness, and putting things off do not cause negative feelings in them because they belong to this category of people themselves. This determines the desire to take a passive position, to "lie low", not to show initiative, and not to attract attention.

As for the relationships between the rigidity of stereotypes and interactional behavior, the hypothesis was only partially confirmed. High levels of rigidity of social and educational stereotypes were shown only by students with a dominant passive position. In other categories, we were able to detect only isolated statistically relevant connections. The data acquired are different from those we received earlier, when we studied rigidity of stereotypes in practicing teachers. We can explain this situation by the fact that students have no work experience yet, and that is why stereotypes do not have strong influence on interactional behavior in the same way as it happens to teachers. Students communicated with all parties of a teaching process only during school practice. We can assume that stereotypes are not revealed at this stage yet.

Nevertheless, we established a number of interesting facts that stand in need of interpretation. It was shown that students adopting either controlling or manipulative positions adhere to three stereotypes, repeated with slight variations, which, in all appearances, determine adoption of these positions. Firstly, they admit that a teacher need not reveal his personality to students. In fact, this shows readiness to agree that teaching should be based on subject – object relationships and bear an "impersonal" character. Secondly, they admit that nowadays students are not very bright or talented. Thirdly, students agree that parents do not bring up their children properly. Thus, this is the basis for the following psychological construction, "Students nowadays aren't very clever or talented, and parents are to blame for that, because they don't bring up their children properly. So it is not necessary for the teachers to reveal their personality to students". That is why they are ready to agree with necessity of pressure towards such students, which means, actually, to themselves.

Students with dominant non-aggressive position hold a contrary opinion on the issues above. They do not agree that parents do not bring up their children properly; they do not think that nowadays bright students are scarce at universities and colleges, that the majority of students are not very bright, or that a teacher need not reveal his personality to students. Besides, they disagree with the assumption that young men need more control that young women, and that parents have unrealistic expectations as regards to university or college. Here we observe absence of negative attitudes to the parties of a teaching process, which determines adoption of a non-aggressive position.

The research shows that students with a dominant passive position are most subject to social and educational stereotypes. In general, such students display an impersonal position, which denies the teacher creativity, pursues execution of superiors' instructions (so as to avoid trouble), approves of strictness in a teacher as guarantee that the class will do their work (the same projection mechanism is in action), and mistrusts the pedagogical potential of universities (since this is the responsibility of the families). As likely as not, when these students graduate and start their professional careers, the stated stereotypes may be activated and stimulate them to adopt a controlling or manipulative position, mostly toward their students.

CONCLUSION

Based on the research conducted, the following can be stated. Person-oriented irritability, as well as social and educational stereotypes can become determinant in adopting a certain type of interactive behavior: pressure and control, manipulation, non-aggression or passivity.

During this stage of personal and professional development, person-oriented irritability plays an active part in choice of positions. The higher the number of such potential irritants is, the greater pre-requisites emerge for removal of irritation, by choosing the controlling or manipulative positions in interaction. The less irritation to persons there exists, the more likely one is to adopt a non-aggressive stand. There, the most significant thing is the level of irritability to three types of people: non-sociable, introvert and reserved individuals; reticent and slow thinkers, and also persons characterized by high initiative level.

Adherence to certain social and educational stereotypes may be latent in some students, mostly with marked passive position; yet it influences their choice of an interactional behavior pattern. Controlling and manipulative positions may stem from stereotypes that involve delegating responsibility for upbringing to the family, voiced by those who charge students of nowadays with insufficient ability, and make no requirements for teachers to reveal their personalities to their students. Where such stereotypes do not apply, the students choose a non-aggressive position.

The study proves that it is not enough to merely talk to students planning to work in the sphere of psychological and educational support about non-aggressive interaction as a universal human value, and subsequently to expect them to adopt non-aggressive behavior. It is essential to develop special techniques that help such students to inhibit irritation and to overcome their social and educational stereotypes. In this we see the prospects of our further research.

The results obtained can be further employed in teaching students with a view to developing their humanistic personalities and competence to relate to people and avoid methods of both direct and covert coercion.

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