MULTICULTURAL EDUCATIONAL SPACE AS A FACTOR OF PSYCHOLOGICAL WELL-BEING IN INTERPERSONAL RELATIONS

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Abstract

Modern educational systems are aimed at creating an intercultural educational environment and promoting multicultural exchange. Communication and interpersonal relations are a key-tool in the development of new educational and cultural norms, therefore, psychological well-being and intercultural adaptation related to communication should receive due attention in psychological research.

The article is devoted to the problem of interpersonal relations between Russian and Turkish students. The relevance of this problem is determined by the fact that interpersonal relationships are the communicative basis of modern society. The effectiveness of training and quality of students' life are largely determined by the existing interpersonal relationships in the student's team. The types of interpersonal relationships and psychological well-being of two groups of students which were analyzed by the empirical study. By means of the correlation analysis typical interrelations of the interpersonal relations and psychological well-being in groups of the Russian and Turkish students are revealed. Besides differences in the majority of indicators of interpersonal relations brought to light; in particular, the severity of authoritarianism, selfishness, aggressiveness, suspicion, friendliness, and more. It is determined that Turkish students can be characterized more prosperous psychologically compared to Russian students. These differences are deeply due to the peculiarities of mentality, culture, as well as the degree of awareness of subjective values and goals of life.

The practical significance of the study lies in the possibility of using the results in the development of programs to improve the effectiveness of interpersonal relations in a multicultural educational environment.

Keywords: psychological well-being, interpersonal relationships, multicultural education, students.

1 INTRODUCTION

Interpersonal relationships and communication are the main factor in the existence of modern man, through which a person develops, self-actualized. It is difficult to imagine an intense human's life without interpersonal relationships. A lot of people spend much time of their life for an act of communication. Interpersonal relationships are the communicative basis of modern society. In this regard, the problem of interpersonal relations does not lose its relevance in the Humanities and social Sciences.

Russia is being an open government, joins up many peoples and nations on its large territory. Relations between representatives of different nationalities are formed under the influence of national mentality and national characteristics.

A huge number of higher education institutions exists in the Russian Federation in present day, which are trained not only citizens the Russia, but also residences of foreign countries. One of these higher education institutions is The Peoples' Friendship University of Russia. Representatives of 157 countries study at the University. The effectiveness of training, quality of life and psychological well-being of students are largely determined by the existing interpersonal relationships in the student group.

In this article, we consider the study of psychological well-being and interpersonal relations of Russian and Turkish students.

The theoretical basis of the study was the works of the authors on the problems of interpersonal relations: B. G. Ananiev [1], N. N. Obozov [2], A. A. Leontiev [3], Ch. Khanife [4], etc.
In the nature of interpersonal interaction, Ananyev [1] and V. N. Myasishchev [5] identified three constituent elements: people's knowledge of each other, the relationship to each other in the form of an emotional response and the treatment of a person with a person in the process of communication.

V. N. Myasishchev considers communication as a process of interaction of specific individuals, in a certain way influencing each other. In his works, he analyzed the influence of conditions that can contribute to or hinder interpersonal interaction, as well as the role of communication in the development of personality [5, p. 54].

Currently, the research of interpersonal relations of students from different countries in the Russian learning environment is increasing. Examples of studies of contemporary authors: A.R. Akimova, M. I.Volk [6], S.Yu. Vinokurova [7], E. J. Chebotareva [8,9,10], M.V. Gridunova [11], V. I. Kazarenkov [12,13], G. N. Kameneva [14, 15, 16, 17], S. I. Kudinov [18, 19, 20], S. M. Limakova [21], A.Z. Murzakanova [22], I. A. Novikova [23], M. Rushina [24], etc.

Thus, the target of this study is to examine the peculiarities of interpersonal relations between Russian and Turkish students. Relevant, in our opinion, was to determine: 1. what is there a relationship between indicators of psychological well-being and interpersonal relations at the Russian and Turkish students; 2. what are there differences in interpersonal relations between Russian and Turkish students.

2 METHODOLOGY

2.1 Participants
Totally 80 respondents aged 20 to 25 years had taken a part in research (students of 3th-5th courses forms), of which 40 are Russian students, 40 are Turkish students. All study participants located on the territory of Russia not less than 3 years.

2.2 Techniques
2.2.1 Methodology of T. Leary "Diagnosis of types of interpersonal relations."
The methodology can be used to determine the predominant type of relationship to other people within the framework of self-assessment and mutual evaluation. In the study of interpersonal relations there are two basic factors – dominance-submission or friendliness-aggressiveness. It is these factors that allow you to form a general idea about person within the framework of interpersonal communication and perception. The method consists of 128 estimates.

2.2.2 "Scale psychological well-being" Riff / version of Shevelenko – Fesenko
The method is an adapted in Russian version of the English-language methodology «The scales of psychological well-being», developed by K. Riff. The methodology was adapted and validated by Shevelenko T.D., Fesenko T.P., 2005.

This psychodiagnostic technique is designed to determine the actual level of psychological well-being of the individual. The data obtained as a result of the diagnosis allow us to speak about the degree of severity of such aspects of psychological well-being as: self-acceptance, autonomy, environmental management, personal growth, positive relationships with others, goals in life.

The presented diagnostic research tools are reliable and valid research tools and their use in this study is justified.

2.3 Statistical analysis
The analysis of the research results was carried out using the means of mathematical statistics. The statistical Mann-Whitney test was used to study the significance of differences in the severity of the study separately in the two groups. Spearman rank correlation coefficient and descriptive statistics were used to study the relationship between psychological well-being of the individual and the characteristics of interpersonal relations. Statistical analysis was carried out in a specialized software package Statistica 10.0.
3 RESULTS

The specificity of the types of interpersonal relations and psychological well-being is revealed on the basis of comparative analysis of two sample groups (Russians and Turks) using the Mann-Whitney U-test.

Comparative analysis of the types of interpersonal relations revealed statistically significant differences in the following indicators. The results of the validation of the differences are presented in table 1.

<table>
<thead>
<tr>
<th>Types of interpersonal relationships</th>
<th>Amount of ranks (Russian students)</th>
<th>Amount of ranks (Turkish students)</th>
<th>( U )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Authoritarian</td>
<td>1004.50</td>
<td>2235.50</td>
<td>184.50</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>II. Selfish</td>
<td>1257.00</td>
<td>1983.00</td>
<td>437.00</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>III. Aggressive</td>
<td>1136.00</td>
<td>2104.00</td>
<td>316.00</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>IV. Suspicious</td>
<td>1994.50</td>
<td>2145.50</td>
<td>425.50</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>V. Subordinated</td>
<td>1874.50</td>
<td>1365.50</td>
<td>545.50</td>
<td>0.01</td>
</tr>
<tr>
<td>VI. Dependent</td>
<td>1538.00</td>
<td>1702.00</td>
<td>718.00</td>
<td>0.43</td>
</tr>
<tr>
<td>VII. Friendly</td>
<td>1194.00</td>
<td>2046.00</td>
<td>374.00</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>VIII. Altruistic</td>
<td>2142.00</td>
<td>1998.00</td>
<td>278.00</td>
<td>&lt;0.01</td>
</tr>
</tbody>
</table>

Note: statistically significant differences are shown in italics.

Two groups of respondents at a reliable level differ in most indicators of interpersonal relations. In particular, Turkish students compared with Russian students are characterized by a higher level of authoritarianism (\( U=184.50; p<0.01 \)), selfishness (\( U=437.50; p<0.01 \)), aggressiveness (\( U=316.00; p<0.01 \)), friendliness (\( U=374; p<0.01 \)).

Russian students have significantly higher levels of suspicion (\( U=425.50; p<0.01 \)), subordination (\( U=545.50; p=0.01 \)), altruism (\( U=278.00; p<0.01 \)) as aspects of interpersonal relationships.

The results of the differences in the level of subjective well-being in the groups of Turkish and Russian students are presented in table 2.

<table>
<thead>
<tr>
<th>Scales of psychological well-being</th>
<th>Amount of ranks (Russian students)</th>
<th>Amount of ranks (Russian students)</th>
<th>( U )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-acceptance</td>
<td>1287.50</td>
<td>1952.50</td>
<td>467.50</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>2. Autonomy</td>
<td>1722.00</td>
<td>1518.00</td>
<td>698.00</td>
<td>0.33</td>
</tr>
<tr>
<td>3. Control of environment</td>
<td>1407.00</td>
<td>1833.00</td>
<td>587.00</td>
<td>0.04</td>
</tr>
<tr>
<td>4. Personal growth</td>
<td>1404.00</td>
<td>1836.00</td>
<td>584.00</td>
<td>0.04</td>
</tr>
<tr>
<td>5. Positive relationships with others</td>
<td>1718.00</td>
<td>1522.00</td>
<td>702.00</td>
<td>0.35</td>
</tr>
<tr>
<td>6. Purpose in life</td>
<td>1022.00</td>
<td>2218.00</td>
<td>202.00</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Psychological well-being (integral indicator)</td>
<td>1156.50</td>
<td>2083.50</td>
<td>336.50</td>
<td>&lt;0.01</td>
</tr>
</tbody>
</table>

Note: statistically significant differences are shown in italics.

As part of the verification of the reliability of the differences, we determined that Turkish students are characterized by a significantly higher level of self-acceptance (\( U=467.50; p<0.01 \)), a higher level of severity of the feeling of being able to control the environment (\( U=587.50; p=0.04 \)), a higher level of personal growth (\( U=584.00; p=0.04 \)), as well as the presence of more conscious goals in life (\( U=202.00; p<0.01 \)), compared with Russian students. Turkish students are also characterized by a significantly higher level of psychological well-being (\( U=336.50; p<0.01 \)).
Thus, we can conclude that Turkish students can be characterized as more prosperous psychologically compared to Russian students.

The presence of significant differences in the indicators of interpersonal relations and psychological well-being of students leads to the next stage of the research procedure – correlation analysis separately in the group of Russian students and separately in the group of Turkish students.

To determine the relationship of psychological well-being of the individual and the characteristics of interpersonal relations, Spearman’s rank correlation coefficient was used.

Table 3. Correlations of interpersonal relations and psychological well-being in the group of Russian students

<table>
<thead>
<tr>
<th>Correlating indicators</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selfish</td>
<td>0.33</td>
</tr>
<tr>
<td>Aggressive control of environment</td>
<td>-0.44</td>
</tr>
<tr>
<td>Subordinated autonomy</td>
<td>-0.36</td>
</tr>
<tr>
<td>Friendly</td>
<td>-0.43</td>
</tr>
</tbody>
</table>

According to the results from Table 3, it is noted that Russian students with a strong indicator of psychological well-being are more selfish in interpersonal relationships. Russian students are the least aggressive in interpersonal relationships with a high level of sense of environmental management ability. Russian students, characterized by a high level of severity of well-being and focused on interaction with other people will be more pronounced subordinate type of interpersonal relationships. Probably, the high degree of friendliness in interpersonal relations among Russian students is caused by a rather low level of psychological well-being.

Table 4. Correlations of interpersonal relations and psychological well-being in the group of Turkish students

<table>
<thead>
<tr>
<th>Correlating indicators</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive self-acceptance</td>
<td>-0.40</td>
</tr>
<tr>
<td>Aggressive autonomy</td>
<td>0.40</td>
</tr>
<tr>
<td>Altruistic autonomy</td>
<td>0.35</td>
</tr>
</tbody>
</table>

Consider the correlation between interpersonal relationships and psychological well-being in a group of Turkish students. Table 4 shows that with a high level of well-being against the background of low self-acceptance and autonomy, there is a low probability of aggression in interpersonal relations. The manifestation of altruism in communication and interpersonal relations is more likely with a high level of autonomy from relatives and friends of Turkish students.

4 CONCLUSIONS

The target of this work is to identify the features of interpersonal relations and well-being of Russian and Turkish students. We assumed that there are differences in indicators of psychological well-being of Russian and Turkish students. Moreover, Turkish students are characterized by a higher level of self-acceptance and a more pronounced focus on personal growth. There are interrelations of indicators of interpersonal relations and psychological well-being typical for Russian and Turkish students. In particular, interpersonal relations of Russian students are associated with indicators of autonomy, as well as integral indicators of well-being. To sum up the results of the study, we can conclude that our hypothesis was confirmed.

Firstly, in interpersonal relations Turkish students show a higher level of authoritarianism, selfishness, aggressiveness. From other side, Turkish students are also characterized by a higher level of friendliness in interpersonal relations. Apparently, this circumstance can be interpreted due to being in a different cultural context. It is quite likely that in interpersonal relations in the presence of a
deliberately successful outcome of the relationship, Turkish students will behave selfishly and aggressively, focusing on subjective interests, while in other situations they will tend to show friendliness. It is also determined that Turkish students are more characterized by the assessment of psychological well-being.

Secondly, for Russian students interpersonal relationships is characterized by a higher level of subordination and altruism. This allows us to talk about a greater dependence on interaction with other people, a higher level of sociability and orientation to constructive interaction. Also, Russian students are characterized by significantly lower level of assessment of psychological well-being.

Thirdly, during the correlation analysis some typical interrelations of interpersonal relations and psychological well-being in groups of Russian and Turkish students are revealed. As the most significant factors determining interpersonal relationships among Russian students is an integral indicator of well-being. While interpersonal relations among Turkish students are conditioned in General by the degree of autonomy of the individual, the peculiarities of self-acceptance.

Well then, based on the results of empirical research, we can conclude that there are specific interpersonal relationships and personal well-being of students of different nationalities. Apparently, these differences are essentially caused by the peculiarities of mentality, culture, as well as the degree of awareness of subjective values and goals of life.

The prospects of future research are associated with: (1) the study of other features of interpersonal relations of students; (2) the expansion of the sample; (3) the use of additional methods of measuring interpersonal relations and psychological well-being, as well as other methods of statistical analysis; (4) the development of programs to improve the effectiveness of interpersonal relations in a multicultural educational environment.

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REFERENCES


