

<https://doi.org/10.34142/23129387.2020.63.05>

UDC 159.9.01. : 159.923

ORCID 0000-0002-9085-3888

## THE INFLUENCE OF ACADEMIC SELF-REGULATION OF STUDENTS ON THE WAY OF OVERCOMING NEGATIVE SITUATIONS

***Nina O. Obukhova,***

*graduate student of Psychology Department,  
H.S. Skovoroda Kharkiv National Pedagogical University,  
Ukraine*

*E-mail: obukhovanina86@gmail.com*

*The relevance of research. In modern educational conditions, it is important for applicants to independently regulate academic activities and find solutions to overcome unforeseen negative situations.*

*The purpose of the study is to reveal the correlation between indicators of ways to overcome negative situations and academic self-regulation.*

*Research methods - The experimental research was carried out on the basis of the H.S. Skovoroda Kharkiv National Pedagogical University and the Ukrainian Engineering Pedagogics Academy. The study involved applicants for education in the area 05 Social and Behavioral Sciences of 1, 3 and 5 courses in the number of 244 persons (187 girls and 57 boys). As a diagnostic material we used the questionnaire "Ways to overcome negative situations" and the adaptation questionnaire of academic self-regulation R.M. Ryan and D.R. Connell. Mathematical and statistical methods were applied in data processing.*

*Results. In a pilot study, it was found that the main ways of overcoming negative situations by subjects of educational and professional activities are self-accusations, problem analysis and self-esteem increase. Academic self-regulation is characterized mainly by external and introjective regulation.*

Conclusions. According to the results of the study of methods to overcome negative situations, it was found that students more often choose coping strategies of self-blame, problem analysis and search for guilty. During their educational and professional activities, students rely on the emotional sphere, which they direct towards themselves or others. At the same time, while analyzing the problem, students try to retire, seek information, find a solution. Academic self-regulation is characterized by external and introjected regulation. All data indicate that subjects of educational and professional activities are capable of self-organizing activities with the help of constructive coping strategies using the development of emotional intelligence for psychological well-being.

**Keywords:** overcoming, coping styles, self-regulation, motivation, academic self-regulation, students.

### **Вплив академічної саморегуляції студентів на спосіб подолання негативних ситуацій**

**Ніна О. Обухова**

аспірантка кафедри психології Харківського національного педагогічного університету ім. Г.С. Сковороди, Україна,  
E-mail: obukhovanina86@gmail.com

Актуальність дослідження. В сучасних умовах навчання для здобувачів освіти важливо самостійно регулювати академічну діяльність та знаходити рішення для подолання непередбачуваних негативних ситуацій.

Мета дослідження – виявити кореляційні зв'язки показників способів подолання негативних ситуацій та академічної саморегуляцій.

Методи дослідження – Експериментальне дослідження проводилось на базі Харківського національного педагогічного університету ім. Г.С. Сковороди та Української інженерно-педагогічної академії. В дослідженні приймали участь здобувачі освіти у галузі 05 Соціальні та поведінкові науки 1, 3 та 5 курсів у кількості 244 чоловік( 187 дівчат та 57 юнаків). В якості діагностичного матеріалу використовувались опитувальник «Способи подолання негативних ситуацій» та адаптаційний опитувальник академічної саморегуляції Р.М. Райана і Д.Р. Коннелла. В обробці даних були застосовані математико-статистичні методи.

***Результати.** В ході експериментального дослідження було встановлено, що основними способами подолання негативних ситуацій суб'єктами навчально-професійної діяльності являються самозвинувачення, аналіз проблеми та підвищення самооцінки. Академічна саморегуляція характеризується в основному зовнішньою та інтроєктованою регуляцією.*

***Висновки.** За результатами дослідження способів подолання негативних ситуацій було встановлено, що студенти частіше вибирають копінг-стратегії самозвинувачення, аналіз проблеми та пошук винних. Студенти під час навчально-професійної діяльності спираються на емоційну сферу, яку направляють на себе чи на інших. При цьому аналізуючи проблему, студенти намагаються усамітнитись, шукати інформацію, знайти рішення. Академічна саморегуляція характеризується зовнішньою та інтроєктованою регуляцією. Всі дані вказують на те що, суб'єкти навчально-професійної діяльності здатні до самоорганізації діяльності конструктивними копінг-стратегіями через розвиток емоційного інтелекту для психологічного благополуччя.*

***Ключові слова:** подолання, копінг-стилі, саморегуляція, мотивація, академічна саморегуляція, студенти.*

**Introduction.** In the modern educational space for subjects of educational and professional activities, it is important to be able to overcome negative situations. Students are exposed to a variety of stress factors from the first day of study as they enter a completely new and unfamiliar environment. In adolescence, it is important to understand how to cope with stress. After all, maladaptive ways of coping with stress can lead to negative consequences that affect later adulthood. Taking part in educational and professional activities, students receive not only knowledge, but also skills of adult life, meet new people, receive responsibilities and test their knowledge during the session. All these new living conditions expose the subjects of educational and professional activity to constant stress, which accumulates over 4 years. The subject's health also depends on what method of overcoming the subject chooses. When using non-adaptive coping methods, psychosomatic effects such as headaches, stomach pain, increased pressure, and the like can be manifested. All these

circumstances further worsen academic success and affect the educational process. Coping strategies are an adaptive response of the individual to the demands of a negative situation. This is a combination of means of overcoming, personality actions that are used in a situation of psychological threat to physical, personal or social well-being, which manifest themselves in the cognitive, behavioral or emotional sphere. In this regard, it is important to identify personal strategies for overcoming student stress throughout higher education, special attention should be paid to students who are dominated by non-adaptive coping strategies.

Students are subjects of educational and professional activities, who are entrusted with the responsibility to cope not only with negative situations, but also to assimilate a significant amount of information. Academic motivation affects the success of educational and professional activities. For the subject of educational and professional activity, motivation is one of the most important phenomena that govern successful learning. Students with a low level of motivation have a low level of interest in acquiring knowledge, even if they have a high ability to do so. The student's activity is filled with a set of leading motives of learning that make up his motivational sphere. Consideration of the motivational sphere in the ratio of internal and external, social or professional motives limits a comprehensive study of the motivational determinants of self-regulation. The application of the level approach, the understanding of the determinants of educational and professional activities of students, based on the theory of self-determination by E. Deci and R. Ryan, significantly expands the possibilities of studying the levels of academic self-regulation of the subject of educational and professional activities. According to the concept of self-determination, internal motivation based on innate needs for competence and self-determination determines the success of learning.

**Purpose of the study.** Study of methods and strategies for overcoming negative situations, types of academic self-regulation and identifying their connection.

**Methodology and methods.**

The study used the following techniques:

1. Methodology for diagnosing psychological overcoming in adolescence, the questionnaire "Means of overcoming negative situations." The survey allows you to explore the means and strategies of psychological overcoming of negative situations. With the help of the questionnaire, indicators of the scales were found: 1) search for support - seeking support, solidarity, finding a way out of situations, seeking information, turning to specialists, passive cooperation, religiosity; 2) increasing self-esteem - focus on past successes and achievements; 3) self-blame - a manifestation in the cognitive and emotional sphere; 4) analysis of the problem - the desire for solitude; 5) search for the guilty - expression of irritation, anger and rage.

2. Methods for diagnosing types of motivational styles of self-regulation of educational and professional activities, adapted by M.V. Yatsyuk questionnaire of academic self-regulation by R.M. Ryan and D.R. Connell (Causal dimension Scale II SRQ-A). The questionnaire allows us to identify the levels of motivation: 1) external regulation - extrinsic motivation, the experience of being forced; 2) introjected regulation - the desire to avoid feelings of guilt and shame for failures in school; 3) identified regulation - a sense of the importance of learning, conscious learning; 4) self-motivation - integral, the desire to learn new things, develop their own abilities; 5) relative index of autonomy - an integral indicator, the ratio of four styles of motivational regulation, the degree of maturity of motivational regulation of activity in general. (Yatsyuk, 2008)

The study involved applicants for higher education in the field of 05 Social and Behavioral Sciences, 1st, 3rd and 5th courses of full-time education of the H.S. Skovoroda Kharkiv National Pedagogical University and the Ukrainian Engineering Pedagogics Academy in the number of 244 persons, including 187 girls and 57 boys. Mathematical and statistical methods were applied in data processing.

**Results.** At the beginning of the empirical research, the main coping styles used by subjects of educational and professional activities were identified and analyzed. Thanks to the questionnaire for determining methods to overcome negative situations (MONS),

indicators of the scales were analyzed: search for the perpetrators, increasing self-esteem, self-blame, analysis of the problem, search for support.

Let's consider the results of the cluster analysis presented in Figure 1, 3 main clusters were formed, which included the scales of the MONS questionnaire SB: self-blame, SG - search for guilty, APIS - analysis of the problem, increasing self-esteem and seeking support.

Coping strategies are the actual response of the individual to negative situations. A strategy is a combination of coping methods that are manifested in the actions of the individual in various spheres, personal, social, that are manifested in the cognitive, behavioral and emotional spheres.

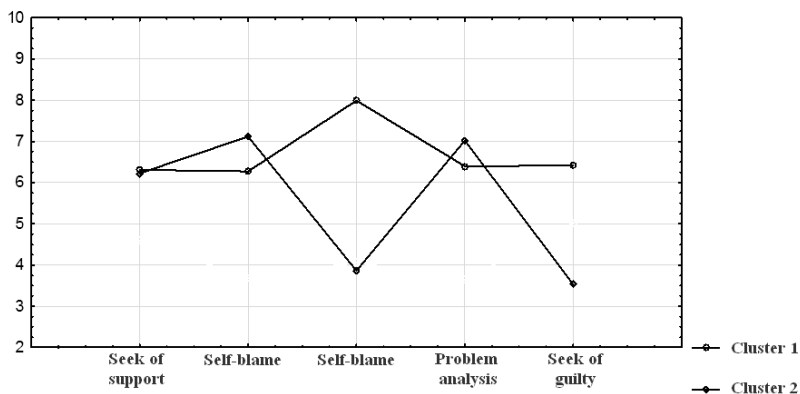


Figure 1. Representation of clusters of methods of overcoming negative situations

It has been established and shown in Figure 2 that the most often used method of overcoming negative situations by subjects of educational and professional activities is self-blame (SB) - 103 individuals (42%) choose, problem analysis and self-esteem improvement (APIS) - 94 people (39%). Analyzing the data obtained, it can be noted that the subjects of educational and professional

activities choose both adaptive coping styles (APIS) and non-adaptive (SB). At the same time, the social aspect in the form of methods to seek support and guilty (SG) is expressed by a small number of people. This may indicate that for subjects of educational and professional activities, the main way to overcome negative situations is based on the emotional sphere.

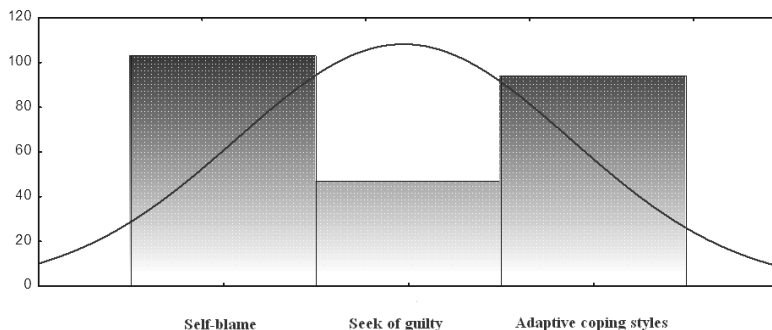


Figure 2. Expressiveness of methods of overcoming negative situations

The next stage of the research was the study of academic self-regulation of subjects of educational and professional activities. Thanks to the questionnaire of academic self-regulation, the following levels of motivation were analyzed: external regulation (ER), introjected regulation (InR), identified regulation (IdR), self-inducement (SI), and relative autonomic index (RAI). Analyzing the indicators, it can be noted that the majority of subjects of educational and professional activities show tendencies towards the prevalence of external regulation.

“Search for guilty” has a correlation with external and introjected regulation, what indicates that students who choose the search for guilty as a way to overcome negative situations are looking for the reasons for their own failures outside, and in the environment, they tend to display irritation, anger and rage towards others. The

emotional state is characterized by discomfort, there is constant emotional release, self-blame, indignation. Emotions are not controlled either alone or with others. Students are characterized by relinquishing responsibility, shifting responsibility from themselves to others for the occurrence of negative situations, and reducing the requirements for the norms of their behavior.

The negative correlation between "self-blame" and "search for guilty" with the identified regulation indicates that students do not understand the importance of learning for themselves, that the choice was made for them. Methods for overcoming "self-blame" and "search for guilty" reflect emotional coping strategies, having a different focus - blaming oneself or others.

The analysis of the indicator of the relative index of autonomy indicates that the degree of maturity of motivational regulation of educational activity in general among students has an external character of influence, a characteristic social influence and support of others.

Let's consider the results of the correlation analysis of indicators of the interconnections between methods of overcoming negative situations and levels (types) of academic self-regulation, which are presented in Table 1. The table shows that there are positive interconnections of various levels of density of methods for overcoming negative situations (except for self-esteem increase) with all levels of academic self-regulation. Negative interconnection between methods of overcoming negative situations and identified regulation and self-inducement.

A close positive interconnection was revealed between "search for support" and external and introjected regulation. The search for support by the student's personality is characterized by dependence and external locus control. They try to avoid negative situations, meet the learning environment and avoid communication with teachers. Students seek support from peers and classmates to solve educational problems. The personality of the teacher for such students is stimulating to activity, and at the same time, such students try to avoid close communication, trying to get support and praise from it. In

teaching, such students try to avoid punishment, guilt and shame for failures in educational and professional activities by choosing simple goals and objectives, thus satisfying their own desire for an advantage over others.

The interconnection of "self-blame" has a strong level with external and introjected regulation. Students in stressful situations at the behavioral level are distinguished by humility, tend to avoid problem situations in learning and refuse attempts to change the situation.

Table 1

**Indicators of the interconnections between methods of overcoming negative situations with different levels of academic self-regulation among the subjects (r-Pearson)**

| MONS                           |                 |                 |                      |              |                      |
|--------------------------------|-----------------|-----------------|----------------------|--------------|----------------------|
|                                |                 |                 |                      | SI           | RAI                  |
| <b>Search for support</b>      | 0,333****<br>** | 0,265****<br>** | 0,117                | 0,193**<br>* | -0,182***            |
| <b>Increasing self-esteem</b>  | 0,048           | 0,087           | 0,107                | 0,084        | -0,002               |
| <b>Self-blame</b>              | 0,241****<br>*  | 0,332****<br>** | -0,172**             | -0,149*      | -<br>0,392****<br>** |
| <b>Analysis of the problem</b> | 0,145*          | 0,201***        | 0,139*               | 0,128*       | -0,063               |
| <b>Search for guilty</b>       | 0,257****<br>** | 0,283****<br>** | -<br>0,227****<br>** | -0,151*      | -<br>0,373****<br>** |

Note: «\*» -  $p < 0,05$ ; «\*\*» -  $p < 0,01$ ; «\*\*\*» -  $p < 0,005$ ; «\*\*\*\*» -  $p < 0,001$ ; «\*\*\*\*\*» -  $p < 0,0005$ ; «\*\*\*\*\*» -  $p < 0,0001$ .

The general activity of the student will be in the cognitive and emotional sphere; this is manifested in a constant rethinking of what was happening; a pessimistic attitude towards learning, a feeling of discomfort. Such students always look for the cause of negative

situations and failures in learning among themselves and blame themselves, accusations are in the nature of indignation and self-pity. In case of negative situations and failures in educational activities, dissatisfaction with successes, students blame only themselves, which may have the character of exaggeration. At the same time, any success in studies, such students are perceived as an exaggeration, do not deserve such a great assessment of their own educational activities.

The method of overcoming "problem analysis" forms a significant positive correlation with introjected regulation. Students who choose a method to overcome negative situation analysis of the problem are distinguished by the desire for solitude in order to comprehend problem situations and find a way out. The tasks and goals set are considered, how to achieve new successes, the opportunity to revise their own goals. Problem analysis makes it possible to gain a sense of control over a negative situation and life in general. There is a comparison with other students, the teacher acts as an example to maintain motivation for academic achievement. Relationships with others are characterized by passive cooperation; this is not a search for support, but acceptance of it like as based on trust. Students who choose problem analysis are characterized by a tendency towards dominance and internal control. The emotional state is quite stable, maintains composure, controls its own emotions, both alone and with other people.

**Discussion.** The results obtained in the course of the study correspond to those obtained in the study by K.I. Fomenko and M.A. Kuznetsov (2014), Y. V. Lukoshko (2016) and A.A. Zaitsev (2018), that the external and introjected level of academic self-regulation prevails among students, which indicates the desire to avoid feelings of guilt in sense that students are forced to study professional activities. Also S.A. Shelina (2014) found that during the course of student learning, there are changes in the structure of the coping strategy. Depending on the challenges and crises associated with learning, students use different coping strategies with stress. These data are consistent with the obtained indicators of the relationship

between methods to overcome negative situations and academic self-regulation.

**Conclusions.** According to the results of the study of methods to overcome negative situations, it was found that students more often choose coping strategies of self-blame, problem analysis and search for guilty. During their educational and professional activities, students rely on the emotional sphere, which they direct towards themselves or others. At the same time, while analyzing the problem, students try to retire, seek information, find a solution. Academic self-regulation is characterized by external and introjected regulation. All data indicate that subjects of educational and professional activities are capable of self-organizing activities with the help of constructive coping strategies using the development of emotional intelligence for psychological well-being.

### References

Zaitseva O. (2018) Osoblivosti akademichnoyi motivatsiyi u studentiv z riznim rivnem metakognitivnoyi vklyuchenosti v diyalnist. [Peculiarities of academic motivation among students with an increased level of metacognitive inclusion in activity]. *Psihologiya i osobistist - Psychology and personality*. № 1 (13). [in Ukrainian].

Isaeva E.R. (2009) Vozrastnyie i gendernyie osobennosti stress preodolevayuschego povedeniya. [Age and gender characteristics of stress coping behavior]. *Vestnik TGPU, Razdel «Psihologiya» - Bulletin of TSPU, Section "Psychology"*. 6 (84). Tomsk. Izdatelstvo TGPU. S. 86-90. [in Russian].

Kozub Ya.V. (2016). Spetsifika otnosheniya k ucheniyu u uspevayuschih i slabouspevayuschih studentov s dominirovaniem raznyih vidov dostizhencheskoy motivatsiy.[The specifics of the attitude to learning in successful and low-achieving students with the dominance of different types of achievement motivation]. *Zbirnik naukovih prats KPNU Im. Ivana OgIenka, Institutu psihologiyi Im. G.S. Kostyuka NAPN Ukrayini. Problemi suchasnoyi psihologiyi - Collection of scientific works of KPNU named after Ivan Ogienko, Institute of Psychology. G.S. Kostyuk NAPS of Ukraine. Problems of modern psychology*. 32. S. 218-234. [in Russian].

Fomenko K.I., Kuznetsov O.I. (2014) Motivatsiyini osoblivosti akademichnoyi samoregulyatsiyi studentiv. [Motivational features of

academic self-regulation of students]. *Zbirnik naukovih prats KPNU Im. Ivana Ogiienka, Institutu psihologiyi Im. G.S. Kostyuka NAPN Ukraini. Problemi suchasnoyi psihologiyi - Collection of scientific works of KPNU named after Ivan Ogiienko, Institute of Psychology. G.S. Kostyuk NAPS of Ukraine. Problems of modern psychology.* 25. S. 582-596. [in Ukrainian].

Haym E., Ringer H., Tommen M. (1998). *Problemno-orientirovannaya psihoterapiya. Integrativniy podhod. [Problem-oriented psychotherapy. Integrative approach].* Moskva: Nezavisimaya firma «Klass». <https://refdb.ru/look/1122648-pall.html>[in Russian].

Heym E. *Metodika dlya psihologicheskoy diagnostiki koping-strategiy. [Methods for psychological diagnosis of coping strategies].* [Elektronniy resurs]. <http://psylab.info/>[in Russian].

Schelina S.O. (2014). *Razvitie strategiy sovladaniya so stresom u studentov v period obucheniya v vuze. [Development of strategies for coping with stress in students during their studies at the university].* *Privolzhskiy nauchniy vestnik - Volga Scientific Bulletin.* 12-4 (40). S. 94-96. [in Russian].

Yatsyuk M.V. (2008) *Adaptatsya opituvalnika akademichnoyi samoregulyatsiyi R.M. Rayana I D.R. Konnella (Causal dimension scale II SRQ-A) [Adaptation of the questionnaire of academic self-regulation RM Ryan and D.R. Connell].* *Praktichna psihologiya ta sotsialna robota - Practical Psychology and Social Work.* 4. S. 45-47. [in Ukrainian].

Ryan R.M., Connell J.P. (1989) *Perceived locus of causality and internalization: examining reasons for acting in two domains // Journal of Personality and Social Psychology.* 1989. Vol. 57(5). P. 749–761. <https://doi.org/10.1037//0022-3514.57.5.749>

*Original manuscript received September, 3 2020*

*Revised manuscript accepted December, 23, 2020*