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## Interrelation of helplessness and personal properties at the senior teenage age

The problem of the helplessness is actual for the person at any stage of age development. It gets a special value during the teenage crisis [2; 3, p.148-151]. External social factors (uncertainty of a vital situation, extraordinary vital loadings, the situations named by A.A. Bodalev macro extreme), being imposed on the difficulties inevitably generated by age vital crises, may become a source of personal trouble - the condition of the helplessness [1, p.5-14]. The prevalence of displays of the helplessness contradicts an insufficient level of scrutiny of personal factors, its generating or interfering its development. Studying of helplessness at the senior teenage age is represented **actual** as the steady helplessness conducts to occurrence of unadaptation.

**The purpose of research** consist in an establishment of interrelation of a parameter of helplessness with personal properties of the senior pupil.

**Research problems:** 1) an establishment of an index of helplessness at senior pupils with a various level of social-psychological adaptation; 2) an establishment of interrelations of parameters of helplessness and the personal properties contributing either to helplessness, or to the confident behavior; 3) carrying out of the comparative analysis of personal properties of senior pupils with high and low helplessness. In research were applied following psychodiagnostical techniques: an author's questionnaire "Helplessness", the Technique of diagnostics of the responsibility of V.P.Prjadein, a questionnaire « Social-psychological adaptation by Rogers and Dainmond in A.K.Osnitski's adaptation, the test of social intelligence by G. Gillford and M. Sullivan, a technique of diagnostics of self-estimation by Budassy.

**Procedure of research.** Research was conducted at the Krasnodar school №3, in 2007. 60 pupils of the senior classes in the age of 16 years have been investigated. The given sample has been taken because the 11-th class is final when it is necessary to the teenager not only to pass successfully examinations and to make a difficult professional choice which can influence all his life, but also in a adult way, incur the responsibility for this choice. In sample of senior pupils on the basis of expert estimations and long supervision the subgroups differing on parameters of personal well-being-trouble (helplessness), adaptability - unadaptability have been allocated. Then we have carried out research of the personal properties describing a personal maturity of senior pupils. The estimation of reliability in distinctions between parameters of personal properties in contrast groups of teenagers was made by t-criterion Student. During research the correlation analysis on Spirmen has been used.

**Results of research.** We discovered the relevant negative connections between the index of helplessness and parameters of constructive components of the responsibility by Prjadein's technique are received: task orientation ( $r = -0,281$ ;  $p < 0,05$ ); emotional component ( $r = -0,292$ ;  $p < 0,05$ ); regulable internality ( $r = -0,350$ ;  $p < 0,05$ ), and



also with a parameter of a cognitive inquiry ( $r = -0,303$ ;  $p < 0,05$ ). It means that the rise of constructive components of the responsibility is accompanied by decrease in the level of helplessness.

Also, the relevant positive connections of helplessness with the parameters of the regulable externality ( $r = 0,327$ ;  $p < 0,05$ ); and the difficulties ( $r = 0,498$ ;  $p < 0,05$ ) showed that the destructive components of the responsibility positively correlate with helplessness.

The analysis of the interconnections parameters of the social -psychological adaptation and helplessness determined the relevant negative connections of helplessness with adaptability ( $r = -0,346$ ;  $p < 0,05$ ); with the locus of the internal control ( $r = -0,294$ ;  $p < 0,05$ ); with a summary index of self-acceptance ( $r = -0,293$ ;  $p < 0,05$ ); with a summary index of the emotional comfort ( $r = -0,287$ ;  $p < 0,05$ ). We discovered the relevant positive connections of helplessness with unadaptive behavior ( $r = 0,507$ ;  $p < 0,01$ ); an emotional discomfort ( $r = 0,313$ ;  $p < 0,05$ ); an escape ( $r = 0,300$ ;  $p < 0,05$ ).

We found out the relevant negative connections between helplessness and parameters of social intelligence. In particular, the relevant negative connections between helplessness and the parameter «Verbal expression» ( $r = -0,292$ ;  $p < 0,05$ ). We discovered the relevant negative connections between a self-appraisal and regulable parameters of a technique the responsibility: dynamic parameter ( $r = -0,289$ ;  $p < 0,05$ ), emotional parameter ( $r = -0,269$ ;  $p < 0,05$ ), sincerity ( $r = -0,345$ ;  $p < 0,05$ ). The interconnection analysis of the parameters of the technique of the social -psychological adaptation and self-appraisal has gave the following results.

We detected the relevant positive connections of a self-appraisal with adaptability ( $r = 0,264$ ;  $p < 0,05$ ); emotional comfort, ( $r = 0,331$ ;  $p < 0,05$ ); the internal control ( $r = 0,384$ ;  $p < 0,05$ ). The parameter of escape has the negative connection with a self-appraisal ( $r = -0,294$ ;  $p < 0,05$ ).

**Conclusions:** 1) Senior pupils in both groups know very well about the complexities connected with responsibility.

2) In the group of senior pupils, which are safe and self-assured, the tendency to prevalence of constructive indicators of the responsibility is revealed. They have higher ability to knowledge and logic generalization of classes of behavior, they understand mutual relations of people in pairs, and it possibly better influences their own success in dialogue and in study. Such self-assured persons are inclined to internalization of the responsibility; take the responsibility up, and this quality in them is shown as personal feature. Only the parameter of sincerity in the self-characteristic of the responsibility at this group does not reach a level of steady display. Possibly, insincerity is a back of adaptability.

3) Among all the scales of technique of the social -psychological adaptation it is revealed, that senior pupils safe and self-assured are more adapted, than helpless senior pupils.

4) Helpless and diffident senior pupils do not wish to incur the responsibility, are more inclined to domination and escape and are in a condition of emotional discom-



fort, as a whole they are badly guided in nuances of situations of interpersonal interaction, and also disadaptatable. As a whole helplessness limits the person of the senior pupil at all the levels: affective, cognitional and behavioral.

6) The high self-appraisal represents itself as the important regulator of the prevention of helplessness at the senior teenage age.

7) Development of personal properties of the senior pupil-i.e. the constructive components of the responsibility, communicative competence contribute to success in dialogue, confidence and reduce helplessness at the senior teenage age.

### **The literature**

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