

The Relationship Between Psychological Capital and Students' Choice of Interaction Positions and Self-affirmation Strategies

Vladimir G. Maralov^{1*}, Vyacheslav A. Sitarov², Larisa V. Romanyuk³,
Irina I. Koryagina⁴, Marina A. Kudaka¹

¹Cherepovets State University, Cherepovets, Russian Federation

²Moscow City Pedagogical University, Moscow, Russian Federation

³Moscow Humanitarian University, Moscow, Russian Federation

⁴Ivanovo State Medical Academy, Ministry of Health of the Russian Federation,
Ivanovo, Russian Federation

*Corresponding author: vgmaralov@yandex.ru

Abstract

Introduction. The relevance of the problem is caused by the importance of studying the role of various factors, in particular, psychological capital, in people's choice of interaction positions and self-affirmation strategies. The novelty of the research is to identify the relationship of psychological capital, its individual components, and the choice of students' positions of interaction, strategies of self-affirmation. **Methods.** The study was attended by students of a number of universities in Moscow, Ivanovo, Cherepovets; a total of 342 people, including 72 men (21.06%), 270 women (78.94%), aged 17 to 26 years, the average age is 19.8 years (standard deviation = 1.88). As specific methods we used the author's questionnaire to identify the positions of interaction (V. G. Maralov, V. A. Sitarov (2018)), the Russian-language version of the questionnaire Lutans, Joseph and Avolio on the identification of psychological capital in the author's modification, a questionnaire by S. A. Kireeva and T. D. Dubovitskaya on the identification of self-affirmation strategies. **Results.** The study has found that the choice of positions of coercion and manipulation negatively correlates with psychological capital and a constructive strategy of self-affirmation, is positively associated with a destructive strategy of self-affirmation.

GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

Choosing a position of nonviolence positively correlates with psychological capital and with a constructive strategy of self-affirmation. The choice of a non-interference position is negatively associated with psychological capital and positively with the rejection of self-affirmation. **Discussion.** It was found that psychological capital was interrelated with the students' choice of interaction positions and self-affirmation strategies, which is consistent with the results obtained by other researchers. The obtained results can be used for research and practical purposes, for example, to build an individual trajectory of self-development in the process of working with students.

Keywords

psychological capital, self-affirmation strategies, self-efficacy, resilience, hope, optimism, coercion, manipulation, nonviolence, non-interference

For citation

Maralov, V. G., Sitarov, V. A., Romanyuk, L. V., Koryagina, I. I., Kudaka, M. A. (2023). The relationship between psychological capital and students' choice of interaction positions and self-affirmation strategies. *Russian Psychological Journal*, 20(2), 137–154, <https://doi.org/10.21702/rpj.2023.2.9>

Introduction

A person is a social being who is constantly existed in interaction with other people. When each of the parties pursues its own goals, which often may not coincide, this interaction can become tense or even conflicting. As a result, a contradiction arises, the outcome of which is determined by the acceptance of various positions of interaction: coercion, manipulation, nonviolence, humility (non-interference) or the choice of a constructive or destructive strategy of self-affirmation.

The position as a whole is understood as the integration of a person's position in the system of social relations and his relations to various aspects of reality. Coercion is a position that is associated with the implementation of multidirectional forms of pressure on a person using various means, up to the manifestation of aggressive actions. According to G. R. Patterson's theory of coercion, the tendency to coercion is formed under the influence of aggressive behavior of parents and peers (Patterson, 2016). Manipulation refers to milder forms of coercion, when a person, using various tricks (for example, flattery, deception, intimidation), seeks to achieve his goals by any means. Nonviolence is the opposite of coercion and manipulation. As D. Mayton defined nonviolence, it is "an action that uses force and influence to achieve its goal without direct harm or violence against a person or people..." (Mayton, 2009, p. 8). Non-interference acts as a kind of attitude of humility and

implies a refusal to actively interfere in the course of events, non-participation in them.

The choice of a particular position in the process of interaction is closely related to the process of self-affirmation of the individual, the choice of a constructive or destructive strategy.

In foreign psychology, self-affirmation is understood as the process of maintaining the integrity of the "I" and a global sense of personal identity and adequacy (Cohen & Sherman, 2014). Self-affirmation is activated by processing information that threatens the perceived adequacy or integrity of the "I" (Steele, 1988). In Russian psychology, self-affirmation is considered as "verification of a new experience included in the context of an individual's personal space in order to assert one's identity, preserve and develop it" (Kharlamenkova, 2021, p. 462). In relation to the student's youth, self-affirmation is interpreted as "the need and realization of the desire to show their individuality in the profession, to gain recognition from others and to assert themselves in their role and their opinion" (Podymova, Dolinskaya, Shouwen, 2018, p. 143).

Self-affirmation as a process is carried out with the help of various strategies. E. P. Nikitin and N. E. Kharlamenkova (2000) in their classification distinguish three strategies: constructive strategy, dominance strategy and self-suppression strategy. E. A. Kireeva and T. D. Dubovitskaya (2011), similarly, distinguish constructive strategy, destructive strategy and strategy of rejection of self-affirmation.

It is believed that the most effective position for organizing interaction of a tense or conflict nature is the position of nonviolence, manifested in the ability of a person to choose from a number of alternatives those that carry the least charge of coercion.

What determines the choice of a position of nonviolence? Modern research shows that the range of factors that determine the choice of nonviolence is diverse and wide. Firstly, this is due to the child's assimilation of the concept of nonviolence as a universal value, which is carried out in early childhood, where parents' "messages" about the permissibility or inadmissibility of violence play an important role (Farrell & Bettencourt, 2020). Secondly, the choice of nonviolence may be associated with an individual combination of neuropsychological, motivational and personal qualities of a particular individual, his irrational beliefs (Maralov, Sitarov, 2021; Maralov et al., 2022). Thirdly, it is largely determined by the implementation of the program of education in the spirit of peace and nonviolence, which is carried out by educational organizations, forming students' abilities for nonviolent interaction at different age stages (Danesh, 2008; Dutta, Andzenge & Walkling, 2016; Wang, 2018).

Recently, to explain social and psychological phenomena in science, more and more often resort to the use of complex concepts that integrate a number of characteristics that act as resources for people to achieve certain life goals. Such concepts include the concept of capital. **Capital** is a resource that people use in the course of their lives and activities. In modern science, there are several types of capital: economic capital, human capital, social capital and **psychological** capital.

- Economic capital is finance, movable and immovable property, everything that is

GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

- necessary for the implementation of production, life and human activity;
- Human capital is a set of skills and productive knowledge embodied in people (Rosen, 1989), achieved through education and training;
 - Social capital is a set of human social ties based on benevolence, as well as empathy, trust and help (Adler & Kwon, 2002);
 - **Psychological capital** is a positive psychological state characterized by confidence (self-efficacy), optimism, hope and resilience when faced with difficulties and problems (Luthans, Youssef & Avolio, 2007).

Literature review

In modern psychology, there is a number of research areas of psychological capital. The most significant are two of them. The first direction is focused on the study of the relationship between psychological capital and performance. The second is to study the relationship between psychological capital and the nature of relationships that develop during such interaction.

In particular, within the framework of the first direction, G. Alessandri and colleagues (Alessandri, Consigli, Luthans & Borgogni, 2018) have found that psychological capital is positively associated with involvement in work and thereby increases labor productivity. Similar results were obtained by S. Demir (2018), who studied the peculiarities of the manifestations of psychological capital among teachers. It is proved that the psychological capital of a person is positively associated not only with the effectiveness of labor activity, but also with the results of students' studies or academic performance (Ortega-Maldonado & Salanova, 2018).

In the second direction, an attempt to identify the relationship between psychological capital and various indicators of prosocial behavior is being made, interpersonal relationships, spirituality, nonviolence and self-affirmation. For example, A. Zünbül and A. Gördesli (Sünbül & Gördesli, 2021) revealed a positive relationship of psychological capital with the prosocial behavior of teachers, their job satisfaction, S. A. Usman with colleagues (Usman, Kowalski, Andiappa & Parayitam, 2022) – with trust in people, X. Zou and co-authors (Zou, Chen, Lam & Liu, 2016) - with behavior in interpersonal conflict situations. Interesting results were obtained by S. M. Norman and a team of co-authors (Norman, Avey, Nimnicht & Graber Pigeon, 2010), who proved that employees of an organization with high psychological capital are more likely to exhibit organizational civic behavior (helping and supporting colleagues at work) and are less prone to deviant behavior than employees with a low level of psychological capital.

In modern science, the problem of the relationship between psychological capital and nonviolence, the choice of self-affirmation strategies, has not been fully resolved. Nevertheless, there is a number of works which show that such a connection exists. In particular, A. Sarkar and N. Garg (Sarkar & Garg, 2020) conducted a study of the

relationship between spirituality, psychological capital and nonviolence. The results showed that all four components of psychological capital (self-efficacy, hope, optimism, resilience) mediate the relationship between individual spirituality and nonviolent behavior in the workplace. In the article by A. Rostami and colleagues (Rostami, Ahadi, Abolmaali & Dortaj, 2022), it was convincingly proved that purposeful work of educating schoolchildren in the spirit of peace and nonviolence positively affects the development of such components of psychological capital as self-efficacy and resilience. In the study of T. Sun and colleagues (Sun, Zhao, Yang & Fan, 2012), conducted on a contingent of nurses, it was shown that higher psychological capital increases labor productivity and self-esteem of rootedness (positive self-affirmation) in work.

Thus, the available studies indicate only the existence of a relationship between psychological capital and nonviolence, as well as self-affirmation, but do not reveal the specifics of this relationship. It is possible to formulate a number of questions that need additional study. Firstly, is psychological capital connected only with nonviolence or with the choice of other positions of interaction: coercion, manipulation, non-interference? Secondly, which components of psychological capital are more related to the choice of interaction positions, and which are less? Thirdly, how are psychological capital and the choice of certain positions of interaction related to self-affirmation strategies? The need to answer these questions prompted us to organize a special study, the purpose of which was to identify the nature of the relationship of psychological capital, its individual components and positions of interaction, as well as self-affirmation strategies. As a hypothesis, we proceeded from the assumption that a high level of psychological capital and its individual components will be positively associated with a position of nonviolence and a constructive strategy of self-affirmation, and its low level with positions of coercion, manipulation and non-interference, while in the first two cases a destructive strategy will dominate, and in the third – the rejection of self-affirmation.

Methods

Sample group

The study was conducted in September-November, 2022 in a number of universities of psychological, pedagogical and medical training profiles in Moscow, Ivanovo, Ivanovo region, Cherepovets, Vologda region. It was attended by 342 students aged 17 to 26 years old, the average age was 19.8 years old (SD = 1.88) – 72 men (21.06%), 270 women (78.94%). 209 people were students – future teachers and psychologists (Moscow City Pedagogical University – 60 people, Moscow Humanitarian University – 28 people, Cherepovets State University – 121 people), 133 people were students – future doctors (Ivanovo State Medical Academy).

Methods

The methodological basis of this study was a systematic approach, as well as the theoretical provisions of modern science about the processes of human interaction, about nonviolence as a universal value. Let's focus on the characteristics of specific techniques.

- **The author's questionnaire to identify the positions of interaction** (Maralov, Sitarov, 2018) consists of 40 questions-statements with answer options, which allows us to differentially identify the preference of subjects for certain positions of interaction: coercion, manipulation, nonviolence, non-interference. Each scale assumes the calculation of the total score, which is then translated into a standard scale.
- **The Russian-language version of the psychological capital questionnaire by F. Lutans, K. Josef and B. Avolio** (Luthans, Youssef & Avolio, 2007) in the author's modification (Maralov, Kudaka, Smirnova, 2022) includes 24 statement questions, each of them assumes 6 answer options: from "completely disagree" to "completely agree", points from 0 to 5 are assigned to each option. The result is data on variables: self-efficacy, hope, optimism and resilience, as well as a generalized index of psychological capital. The questionnaire has passed all the procedures related to the determination of reliability and validity. As a result, conclusions about the possibility of its application in the field of higher education for the diagnosis of psychological capital of students were drawn. The final scores for individual parameters and for the entire questionnaire as a whole were translated into a ten-point scale.
- **The methodology of the study of the features of self-affirmation by S. A. Kireeva, T. D. Dubovitskaya** (Kireeva, Dubovitskaya, 2011) is a questionnaire that includes 18 statements with the possibility of three possible answers, one of them is estimated at 2 points, the opposite in meaning is 0 points, the intermediate one is 1 point. The final result is obtained as a result of summing up the points. The final scores were converted to a standard ten-point scale.

Statistical analysis

The results of the study were processed using the methods of mathematical statistics. The criterion φ^* - Fisher's angular transformation and correlation analysis were applied, linear Pearson correlation coefficients were calculated. The processing was carried out using the capabilities of the Excel program.

Results

Let's start analyzing the results with the general characteristics of the obtained data. Table 1 presents the results of a study of students' propensity to choose positions of interaction, parameters of psychological capital and self-affirmation strategies. All data are given according to the high level of severity of the studied indicators.

Table 1
Interaction positions, psychological capital, self-affirmation strategies of students

Level	Data in general		Medical students		Pedagogical students and psychologists		Statistical significance of differences between medical students and students - future teachers and psychologists (criterion φ^* - Fisher angular transformation)
	n	%	n	%	N	%	
Interaction positions (high level)							
Force	106	30,99	47	35,3	59	28,23	$\varphi^*=1,37$, not significant
Manipulation	114	33,33	49	36,84	65	31,1	$\varphi^*=1,09$, not significant
Nonviolence	142	41,21	46	34,59	96	45,93	$\varphi^*=2,08$, $p \leq 0,05$
Non-interference	147	42,98	64	48,12	83	39,71	$\varphi^*=1,53$, not significant
Psychological capital (high level)							
Self-efficacy	107	31,29	45	33,83	62	29,66	$\varphi^*=0,79$, not significant
	103	30,12	58	43,61	45	21,53	$\varphi^*=4,30$, $p \leq 0,001$
Hope	159	46,49	66	49,62	83	44,5	$\varphi^*=0,92$, not significant
Optimism	118	34,50	58	43,61	60	28,71	$\varphi^*=2,8$, $p \leq 0,01$
Stability	118	34,50	55	41,35	63	30,14	$\varphi^*=2,13$, $p \leq 0,05$

GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

Level	Data in general		Medical students		Pedagogical students and psychologists		Statistical significance of differences between medical students and students - future teachers and psychologists (criterion φ^* - Fisher angular transformation)
	n	%	n	%	N	%	
Self-affirmation strategies (high level)							
Constructive	122	35,67	53	64,31	69	33,01	$\varphi^*= 5,73, p \leq 0,001$
Destructive	62	18,13	13	9,77	49	23,44	$\varphi^*=3,36, p \leq 0,001$
Rejection of self-affirmation	114	33,33	34	25,56	80	38,28	$\varphi^*=2,47, p \leq 0,01$

Note: the sum of points for interaction positions and self-affirmation strategies is not equal to 100%, since the same student can choose different positions and different self-affirmation strategies, or they may not be clearly expressed.

As can be seen from Table 1, about a third of students in the process of interaction are able to take either a position of coercion (30.99% or 106 people), or a position of manipulation (33.33% or 114 people), the position of nonviolence is occupied by 41.21% (142 people) of the subjects, the position of non-interference - 42.98% (147 people). We emphasize that the same student, depending on the situation, may occupy different positions. Most often, positions of coercion and manipulation are combined, but other combinations are also possible, for example, nonviolence and non-interference or manipulation and non-interference. A comparison of these positions among students – future doctors and students – teachers and psychologists showed that differences are found in one position, namely the position of nonviolence. Pedagogical and psychological students are statistically more likely to adopt a position of nonviolence than medical students (45.93% as opposed to 34.59%, $\varphi^* = 2.08, p \leq 0.05$).

Similarly, we consider the results of the study of psychological capital. In general, 34.5% (118 people) demonstrated a high level of psychological capital. The most pronounced parameter was optimism (46.49% or 159 people), less pronounced – hope (30.12% or 103 people) and self-efficacy (31.29% or 107 people). Significant differences were found in the groups of medical students and students – future teachers and psychologists. The general level of psychological capital among medical students turned out to be higher and amounted to 41.35% (55 people) as opposed to 30.14% (63 people) among students-future teachers and psychologists ($\varphi^* = 2.13, p \leq 0.05$). This difference is obtained due to two parameters: hope (43.61% as opposed to 21.53%, $\varphi^* = 4.30, p \leq 0.001$) and stability (43.61% as opposed to 28.71, $\varphi^* = 2.8, p \leq 0.01$).

As for self-affirmation strategies, a constructive strategy dominates at a high level here (35.67% or 122 people), a destructive strategy is manifested in 18.13% (62 people), rejection of self-affirmation is a characteristic of 33.33% (114 people). Recall that strategies can be combined with each other, for example, in some cases a constructive or destructive strategy is used, in others – a rejection of self-affirmation. At the same time, medical students prefer a constructive strategy more often than pedagogical students and psychology students (64.31% as opposed to 33.01%, $\varphi^* = 5.73, p \leq 0.001$), and destructive, on the contrary, pedagogical students and psychology students (23.44% as opposed to 9.77%, $\varphi^* = 3.36, p \leq 0.001$). Rejection of self-affirmation more characterizes pedagogical students and psychology students (38.28% as opposed to 25.56%, $\varphi^* = 2.47, p \leq 0.01$).

The general conclusion that follows from the analysis of the sample of subjects is: pedagogical students and psychology students more often use the position of nonviolence in the process of interaction, compared with medical students, however, the latter are more prone to manifestations of perseverance in achieving goals (hope), are more resistant to negative environmental influences and they use a constructive strategy of self-affirmation more often.

Let us turn to the solution of the main task of this study – to identify the relationships between the positions of interaction, psychological capital and self-affirmation strategies. The results of the correlation analysis are shown in Table 2.

Table 2

*Matrix of correlations of interaction positions, psychological capital and self-affirmation strategies**

Indicators	5	6	7	8	9	10	11	12
1. The position of coercion	-0,09	-0,16**	-0,20**	-0,30**	-0,23**	-0,11*	0,21**	-0,01
2. Manipulation position	-0,04	-0,22**	-0,10	-0,15**	-0,15**	-0,19**	0,21**	-0,03

GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

Indicators	5	6	7	8	9	10	11	12
3. The position of nonviolence	0,21**	0,17**	0,25**	0,19**	0,25**	0,32**	-0,11*	-0,08
4. The position of non-interference	-0,23**	-0,19**	-0,14**	-0,24**	-0,22**	0,05	-0,12*	0,23**
5. Self-efficacy	1	0,52**	0,57**	0,54**	0,77**	0,23**	0,03	-0,28**
6. Hope		1	0,51**	0,49**	0,71**	0,30**	-0,11*	-0,28**
7. Optimism			1	0,68**	0,81**	0,29**	-0,12*	-0,41**
8. Sustainability				1	0,80**	0,22**	-0,07	-0,34**
9. Psychological capital in general					1	0,30**	-0,13*	-0,38**
10. Constructive strategy						1	-0,14**	-0,14**

Indicators	5	6	7	8	9	10	11	12
11. Destructive strategy							1	-0,04
12. Rejection of self-affirmation								1

Note. * – connections significant at the level of $p \leq 0.05$; ** – connections significant at the level of $p \leq 0.01$

The position of coercion negatively correlates with psychological capital ($r = -0.23$, $p \leq 0.01$), with all its parameters, except self-efficacy, the greatest negative relationship between coercion and stability ($r = -0.30$, $p \leq 0.01$) was found. A positive correlation between the named position and the destructive self-affirmation strategy ($r = 0.21$, $p \leq 0.01$) was found. Approximately the same picture is found while analyzing the interrelationships of the position of manipulation, psychological capital and self-affirmation strategies. There is a negative relationship with hope ($r = -0.22$, $p \leq 0.01$) and stability ($r = -0.15$, $p \leq 0.01$), and a positive relationship, as in the previous case, with a destructive strategy ($r = 0.21$, $p \leq 0.01$).

The choice of a position of nonviolence positively correlates with all indicators of psychological capital and with a constructive strategy of self-affirmation ($r = 0.32$, $p \leq 0.01$).

The position of non-interference was negatively associated with psychological capital in general ($r = -0.22$, $p \leq 0.01$) and with all its parameters. A negative relationship was found with stability ($r = -0.24$, $p \leq 0.01$) and with self-efficacy ($r = -0.23$, $p \leq 0.01$). At the same time, a negative relationship was found with the destructive strategy of self-affirmation ($r = -0.12$, $p \leq 0.05$), but a positive one with the rejection of self-affirmation ($r = 0.23$, $p \leq 0.01$).

The connection of psychological capital with self-affirmation strategies is also revealed. Almost all of its parameters turned out to be positively associated with a constructive strategy and negatively – with a destructive strategy and with the rejection of self-affirmation.

Thus, a low level of psychological capital while choosing a destructive strategy of self-affirmation will contribute to the choice of either a position of coercion or a position of manipulation, and while refusing self-affirmation – a position of non-interference. A high level of psychological capital combined with a constructive strategy of self-affirmation will contribute to the choice of a position of nonviolence.

Discussion

The problem of the relationship between psychological capital and interpersonal interaction is actively discussed in modern psychology. In particular, I. Gustari and V. Widodo (Gustari & Widodo, 2022) found that psychological capital influences the organizational commitment of teachers (the desire to work in an organization and contribute to its success) through interpersonal communication. S. A. Usman with colleagues (Usman et al., 2022) revealed a positive relationship of trust and psychological capital. U. Udin and A. Yuniawan (Udin & Yuniawan, 2020) proved that psychological capital and personal qualities of the "Big Five" are largely associated with organizational civic behavior or the behavior that goes beyond role prescriptions. S. E. Hashemi and co-authors (Hashemi, Savadkouhi, Naami & Beshlideh, 2018) studied the relationship of stress and impolite behavior in the workplace with the parameters of psychological capital. As a result, it was found that the relationship between stress at work and impoliteness of employees with high resilience is weaker than the relationship between these two variables of employees with low resilience. Ts. Chen and colleagues (Chen et al., 2019) found that the psychological capital of leaders had a positive impact on the psychological capital of their followers.

In the context of the stated problem, the data obtained in relation to students is of particular interest. I would like to point out two works. In an article prepared by M. Carmona-Halti, V.B. Schaufeli and M. Salanova (Carmona-Halty, Schaufeli & Salanova, 2019), it was shown that the path from good relations between teachers and students to good academic performance is completely mediated by academic psychological capital. And in the article by B. N. Frisbee, A. M. Hosek and A. K. Beck (2020) positive relationships with peers, which turned out to be associated with academic stability and students' hope as components of psychological capital were emphasized.

The results, that we have obtained, confirm the available data on the relationship between the psychological capital of students and the choice of a position of nonviolence, a constructive strategy of self-affirmation (Sarkar & Garg, 2020; Sun et al., 2012), significantly supplementing them with new facts.

In particular, it was found that all components of psychological capital are associated with the choice of a position of nonviolence. In other words, the one who chooses nonviolence is fully confident in the success of any business he undertakes, including in the field of interpersonal interaction. The choice of a position of nonviolence is also associated with the implementation of a constructive strategy of self-affirmation, which, according to the authors of the questionnaire, implies independence, competence in communication, showing interest and respect for other people, as well as the expectation of a positive attitude from other people (Kireeva, Dubovitskaya, 2011, p. 121).

The choice of positions of coercion and manipulation is negatively related to psychological capital and its individual elements. If an individual has low stability and a low level of perseverance in achieving goals, he will use manipulation tactics. If disbelief

in success is added to this (a low level of optimism), then manipulation can easily turn into coercion. In both cases, the destructive strategy of self-affirmation dominates, which is characterized, according to S. A. Kireeva, etc. Dubovitsky aggressiveness, denial of the significance and personal value of other people, tactlessness, intemperance, expectation of a negative attitude towards oneself from other people (Kireeva, Dubovitskaya, 2011, p. 121).

Choosing a laissez-faire position is also negatively associated with psychological capital, especially with its component such as stability. That is, the one who chooses non-interference gives in to barriers and difficulties, so he slows down behavior, preferring not to interfere in the course of events. According to the authors of the questionnaire, the refusal of self-affirmation is characterized by "autoaggression, refusal of self-realization and self-development, low level of achievement, self-deprecation, passive-indifferent behavior" (Kireeva, Dubovitskaya, 2011, p. 121).

Thus, in general, the hypotheses were fully confirmed. Based on empirical research, it has been proved that the choice of a position of nonviolence is positively associated with psychological capital and a constructive strategy of self-affirmation. The choice of positions of coercion and manipulation, on the contrary, is negatively associated with psychological capital and positively with a destructive strategy of self-affirmation. Choosing a laissez-faire position is also negatively associated with psychological capital and positively with the rejection of self-affirmation.

Conclusions

So, based on the conducted research, we can draw a general conclusion that people, in this case students, can take different positions in the process of interaction, using different strategies of self-affirmation and resources of psychological capital. There were no obvious preferences for this or that position. Their use varies from 30% to 40%, while it is possible that the same person, depending on the situation, may use different positions. About a third of students show a high level of psychological capital. As for the choice of self-affirmation strategies, then, as expected, a constructive strategy dominates.

The differences in the choice of positions of interaction, in the level of expression of psychological capital and preferences of certain strategies of self-affirmation among medical students and students – future teachers and psychologists are revealed. If pedagogical students and psychology students more often use the position of nonviolence, then medical students have a higher level of psychological capital, especially its components such as hope and resilience, and more often use a constructive strategy as a leading self-affirmation strategy.

Based on the correlation analysis, it was found that the adoption of positions of coercion and manipulation is associated with low psychological capital, especially with its components such as hope, optimism and stability, and with the choice of a destructive self-affirmation strategy. The position of nonviolence positively correlates with psychological capital and a constructive strategy of self-affirmation. The position of

GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

non-interference is negatively associated with psychological capital and positively with the rejection of self-affirmation.

The prospect of further research is to identify the interrelationships of the positions of interaction with the Dark and Light triads of personality.

The obtained results can be used both for research and practical purposes, in particular, in the process of working with students to assist them in choosing an individual trajectory of self-development.

Literature

- Adler P. S., & Kwon S. W. (2002). Social capital: Prospects for a new concept. *Academy of management review*, 27(1), 17–40. <https://doi.org/10.5465/amr.2002.5922314>
- Alessandri, G., Consigli, C., Luthans, F., & Borgogni, L. (2018). Testing a dynamic model of the impact of psychological capital on work engagement and job performance. *The Career Development International*, 23(1), 33–47. <https://doi.org/10.1108/CDI-11-2016-0210>
- Chen, Q., Kong, Y., Niu, J., Gao, W., Li, J., & Li, M. (2019). How leaders' psychological capital influence their followers' psychological capital: social exchange or emotional contagion. *Frontiers in psychology*, 10, 1578. <https://doi.org/10.3389/fpsyg.2019.01578>
- Cohen, G. L., & Sherman, D. K. (2014). The psychology of change: Self-affirmation and social psychological intervention. *Annual Review of Psychology*, 65, 333–371. <https://doi.org/10.1146/annurev-psych-010213-115137>
- Danesh, H. B. (2008). The Education for Peace integrative curriculum: concepts, contents and efficacy. (2008). *Journal of Peace Education*, 5(2), 157–174. <https://doi.org/10.1080/17400200802264396>
- Demir, S. (2018). The Relationship between Psychological Capital and Stress, Anxiety, Burnout, Job Satisfaction, and Job Involvement. *Eurasian Journal of Educational Research*, 75, 37–153. <https://doi.org/10.14689/ejer.2018.75.8>
- Dutta, U., Andzenge, A. K., & Walkling, K. (2016). The everyday peace project: an innovative approach to peace pedagogy. *Journal of Peace Education*, 13(1), 79–104. <https://doi.org/10.1080/17400201.2016.1151773>
- Farrell, A. D., & Bettencourt, A. F. (2020). Adolescents' appraisal of responses to problem situations and their relation to aggression and nonviolent behavior. *Psychology of violence*, 10(3), 312–323. <https://doi.org/10.1037/vio0000261>
- Frisby, B. N., Hosek, A. M., & Beck, A. C. (2020). The role of classroom relationships as sources of academic resilience and hope. *Communication Quarterly*, 68(3), 289–305. <https://doi.org/10.1080/01463373.2020.1779099>
- Carmona-Halty, M., Schaufeli, W. B., & Salanova, M. (2019). Good relationships, good performance: the mediating role of psychological capital—a three-wave study among students. *Frontiers in psychology*, 10, 306. <https://doi.org/10.3389/fpsyg.2019.00306>
- Gustari, I., Widodo, W. (2022). Exploring the effect of psychological capital on teachers' organizational commitment through interpersonal communication. *Journal of Counseling and Education*, 10(1), 20–27. <https://doi.org/10.29210/167500>
- Hashemi, S. E., Savadkouhi, S., Naami, A., & Beshlideh, K. (2018). Relationship between job stress and workplace incivility regarding to the moderating role of psychological capital.

- Journal of Fundamentals of Mental Health*, 20(2), 103–112.
- Kharlamenkova, N. E. (2021). Self-affirmation of personality: from term to concept. In *Development of concepts of modern psychology. Ser. "Methodology, history and theory of psychology"*. Moscow: Institute of Psychology of the Russian Academy of Sciences. (in Russ.)
- Kireeva, S. A., Dubovitskaya, T. D. (2011). The methodology of the study of the features of self-affirmation in adolescence. *E'ksperimental'naya psixologiya (Experimental Psychology)*, 4(2), 115–124. (in Russ.)
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007) *Psychological capital: Developing the Human Competitive Edge*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195187526.001.0001>
- Maralov, V. G., Sitarov, V. A. (2021). The influence of irrational beliefs and sensitivity to a person on the propensity of future psychology students to compulsion or nonviolence. *Sibirskij psihologicheskij zhurnal (Siberian Psychological Journal)*, 81, 143–165. <https://doi.org/10.17223/17267081/81/7> (in Russ.)
- Maralov, V. G., Kudaka, M. A., Smirnova, O. V., Sitarov, V. A., Koryagina, I. I., Romanyuk, L. V. (2022). The relationship of neuropsychological and personal factors with students' choice of socioeconomic strategies of coercion or nonviolence. *Integraciya obrazovaniya (Integration of Education)*, 26(2), 247–265. <https://doi.org/10.15507/1991-9468.107.026.202202.247-265> (in Russ.)
- Maralov, V. G., Kudaka, M. A., Smirnova, O. V. (2022). Development and testing of the Russian-language version of the questionnaire "Psychological Capital" for use in higher education. *Nauchno-pedagogicheskoe obozrenie (Pedagogical Review)*, 6(46), 168–180. <https://doi.org/10.23951/2307-6127-2022-6-168-180> (in Russ.)
- Maralov, V. G., Sitarov, V. A. (2018). Development of a diagnostic questionnaire to identify the positions of interaction among students – future specialists in the field of psychological and pedagogical support. *Znanie. Ponimanie. Umenie (Knowledge. Understanding. Skill)*, 1, 167–177. <http://doi.org/10.17805/zpu.2018.1.13> (in Russ.)
- Mayton, D. (2009). *Nonviolence and Peace Psychology*. Springer.
- Nikitin, E. P., Kharlamenkova, N. E. (2000). The phenomenon of human self-affirmation. S.-Peterburg: Alethea. (in Russ.)
- Norman, S. M., Avey, J. B., Nimnicht, J. L., & Graber Pigeon, N. (2010). The Interactive Effects of Psychological Capital and Organizational Identity on Employee Organizational Citizenship and Deviance Behaviors. *Journal of Leadership & Organizational Studies*, 17(4), 380–391. <https://doi.org/10.1177/1548051809353764>
- Ortega-Maldonado, A., & Salanova, M. (2018). Psychological capital and performance among undergraduate students: the role of meaning-focused coping and satisfaction. *Teaching in Higher Education*, 23(3), 390–402. <https://doi.org/10.1080/13562517.2017.1391199>
- Podymova, L. S., Dolinskaya, L. A., Shouwen, Liu. (2018). Strategies of self-affirmation of students in educational activities. *Problemy sovremennogo obrazovaniya (Problems of Modern Education)*, 3, 142–150. (in Russ.)
- Patterson, G. R. (2016). «Coercion Theory: The Study of Change». In T. J. Dishion, J. Snyder (eds). *The Oxford Handbook of Coercive Relationship Dynamics*, Oxford Library of Psychology. <https://doi.org/10.1093/oxfordhb/9780199324552.013.2>
- Rosen, S. (1989). Human Capital. In Eatwell, J., Milgate, M., Newman, P. (eds) *Social Economics*.

- The New Palgrave. Palgrave Macmillan. https://doi.org/10.1007/978-1-349-19806-1_19
- Rostami, A., Ahadi, H., Abolmaali, K., & Dortaj, F. (2022). Research Paper Efficacy of peace education on self-efficacy and resilience of students. *Psychological Science*, 21(113), 953–969.
- Sarkar, A., & Garg, N. (2020). «Peaceful Workplace» Only a Myth? Examining the Mediating Role of Psychological Capital on Spirituality and Nonviolence Behavior at the Workplace. *International Journal of Conflict Management*, 31(5), 709–728. <https://doi.org/10.1108/IJCMA-11-2019-0217>
- Steele, C. M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L. Berkowitz (Ed.), *Advances in experimental social psychology. Social psychological studies of the self: Perspectives and programs*. Academic Press.
- Sun, T., Zhao, X. W., Yang, L. B., & Fan, L. H. (2012). The impact of psychological capital on job embeddedness and job performance among nurses: a structural equation approach. *Journal of Advanced Nursing*, 68(1), 69–79. <https://doi.org/10.1111/j.1365-2648.2011.05715.x>
- Sünbül, A., & Gördesli, A. (2021). Psychological capital and job satisfaction in public-school teachers: the mediating role of prosocial behaviours. *Journal of Education for Teaching: International Research and Pedagogy*, 47(2), 147–162. <https://doi.org/10.1080/02607476.2021.1877086>
- Udin, U. D. I. N., & Yuniawan, A. (2020). Psychological capital, personality traits of big-five, organizational citizenship behavior, and task performance: Testing their relationships. *The Journal of Asian Finance, Economics and Business*, 7(9), 781–790. <https://doi.org/10.13106/jafeb.2020.vol7.no9.781>
- Usman, S. A., Kowalski, K. B., Andiappa, V. S., & Parayitam, S. (2022). Effect of knowledge sharing and interpersonal trust on psychological capital and emotional intelligence in higher-educational institutions in India: Gender as a moderator. *FIIB Business Review*, 11(3), 315–335. <https://doi.org/10.1177/23197145211011571>
- Wang, H. (2018). Nonviolence as teacher education: a qualitative study in challenges and possibilities. *Journal of Peace Education*, 15(2), 216–237. <https://doi.org/10.1080/17400201.2018.1458294>
- Zou, H., Chen, X., Lam, L. W. R., & Liu, X. (2016). Psychological capital and conflict management in the entrepreneur–venture capitalist relationship in China: The entrepreneur perspective. *International Small Business Journal*, 34(4), 446–467. <https://doi.org/10.1177/0266242614563418>

Received: December 15, 2022

Revision received: March 25, 2023

Accepted: April 6, 2023

Author Contributions

Vladimir Georgievich Maralov formulated of the basic concept of research; developed the research methodology; selected the diagnostic tools, made the secondary processing of results, prepared the conclusions and the final version of the text of the article.

Vyacheslav Alekseevich Sitarov participated in the development of research methodology, in the collection and primary processing of results on the contingent of

students of Moscow City Pedagogical University, prepared the final version of the article.

Larisa Valeryevna Romanyuk participated in the analysis of literature, collection and primary processing of results on the contingent of students of the Moscow University of the Humanities, prepared the final version of the article.

Irina Ivanovna Koryagina participated in the analysis of literature, collection and primary processing of results on the contingent of students of the Ivanovo Medical Academy, prepared the primary version of the text of the article.

Marina Aleksandrovna Kudaka participated in the analysis of literature, collection and primary processing of results on the contingent of students of Cherepovets State University, prepared the primary version of the text of the article.

Author Details

Vladimir Georgievich Maralov – Dr. Sci. (Psychology), Professor, Department of Psychology, Cherepovets State University, Cherepovets, Russian Federation; Researcher ID: X-5925-2018, Scopus ID: 57128513900, Author ID: 633771, ORCID ID: <https://orcid.org/0000-0002-9627-2304>; e-mail: vgmaralov@yandex.ru

Vyacheslav Alekseevich Sitarov – Dr. Sci. (Pedagogy), Professor, Professor of the Department of Pedagogy of the Moscow City Pedagogical University, Moscow, Russian Federation; Author ID: 179565, ORCID ID: <https://orcid.org/0000-0002-8426-748>, e-mail: sitarov@mail.ru

Larisa Valeryevna Romanyuk – Dr. Sci. (Pedagogy), Professor, Professor of the Department of Pedagogy and Psychology of Higher School ANO VO "Moscow Humanitarian University", Moscow, Russian Federation; Author ID: 422427, ORCID ID: <https://orcid.org/0000-0003-2764-8205>, e-mail: lora1408@mail.ru

Irina Ivanovna Koryagina – Cand. Sci. (Pedagogy), Associate Professor, Department of Humanities, Ivanovo State Medical Academy, Ministry of Health of the Russian Federation, Ivanovo, Russian Federation; Researcher ID: G-9740-2019, Author ID: 65756, ORCID ID: <https://orcid.org/0000-0002-7821-6819>, e-mail: koryaginairina@mail.ru

Marina Aleksandrovna Kudaka – Cand. Sci. (Psychology), Associate Professor, Head of the Department of Psychology, Cherepovets State University, Cherepovets, Russian Federation; Researcher ID: V-2277-2018, Author ID: 371039, ORCID ID: <https://orcid.org/0000-0003-0352-390X>, e-mail: kydakam@mail.ru

Conflict of Interest Information

The authors have no conflicts of interest to declare.