

Data Analysis, Psychological Features of Adolescent Conflict and Important Aspects of Experimental Research

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Abstract

Conflict is defined as form of contradiction, and at the same time, it serves as a way to identify and solve disputes. Intrapersonal conflicts occur in conscious and unconscious forms and flow into the sphere of interpersonal relationships. Purpose of the study: to define conflicts psychological characteristics among adolescents, their origin and managed factors by experimental studies. Research design: in this article we performed statistical analysis of the adolescent conflicts data and their psychological characteristics. Statistical analyzes were carried out using the Kolmogorov-Smirnov test and the dynamics of changes in the results of the study of types of interpersonal relationships ("Real Me" and "Ideal Me"). Results: in the course of the study, it was found that the influence of the conflict content on the psychological balance of the individual and the group depends on factors reflecting the universality of the characteristics of dominance and friendliness in the individual. Conclusions: The presence of intrapersonal conflict arising from a significant difference in the process of assessing the "real self" and the "ideal self" indicates a high level of neuroticism. By changing the social conditions that influence the conflict tolerance of adolescents, it is possible to control the conflict tolerance of adolescents.

Keywords: intergroup conflict, competition, individual autonomy, rigidity, conformism, nonconformism, destructiveness, real self, ideal self, congruence.

In the formation of personality adolescence is a significant stage based on the activity, structure and character of the child. In this period the fundamentals of conscious behavior are formed, the general direction in the formation of

social attitudes and moral ideas is determined [1]. These life changes affect the personality and self-awareness of the early adolescent. Unlike teenagers, early teenagers do not deeply imagine a big life, but they themselves participate in it.

Along with their increasing independence, the attitude of adults towards teenagers also changes. Adults treat teenagers more like children, while young teenagers are treated more like adults. These changes cause peculiar conflicts of adolescence. Conflict can be positive if it is managed correctly and promotes the development of team building skills, critical thinking, new ideas and alternative solutions [2]. Conflicts between groups arise in the spirit of mutual rivalry during adolescence. Since many teenagers are very collectivistic, it is natural to actively defend their group. At the same time, interpersonal conflicts can often develop and turn into intergroup conflicts. The reason for this is following the principle of “One for all, all for one”, bias and active competition. As a result of deepening interpersonal conflicts, intergroup conflicts may arise, as well as new groups of members negotiating with each other may form.

After a conflict situation arises in educational institutions, conflict situations between groups can sometimes develop into mass fights and quarrels [3].

One of the main accelerators of peacekeeping relations and actions is hope, which reduces the desire to respond and increases the willingness to forgive, make concessions and compromise for the sake of peace, as well as provide humanitarian assistance to the enemy [4].

Of great importance is the extent to which a teenager's ability to participate is demonstrated by his identity as a member of a group, his physical and mental orientation. Being a participant in intergroup conflicts, the teenager tries to demonstrate that he is a representative of the group and to contribute to the resolution of conflicts. This conflict has a complex structure and can manifest itself as a mixture of internal conflict and interpersonal conflict. The stronger the teenager's involvement in the conflict, the greater the impact of the conflict on the teenager's personality. This is due to the internal norms of the group and the individual characteristics of the group members.

Individual conflict behavior can arise as a result of interactions between team members. Team conflict behavior can be described in terms of the frequency of behavior, in the form of phases or sequences of conflict behavior [5].

Conflict is an exaggerated form of contradiction, but at the same time it serves as a way to identify and eliminate problems. In this perception, the question occurs: what is the reason of the conflict, what are the phases of its progress? The answer can be answered in this way: the conflict is initiated by an objective life obstacle caused by the warring parties, and these parties themselves have definite interests, requirements and goals. Essentially, in adolescents' conflicts, non-recognition of certain needs of one side from the other constitutes the socio-psychological basis of the conflict.

Independently this is an arrangement of disputes, and the problems of initiating a conflict situation that does not turn into conflict and causes a breakdown in interpersonal relationships with adolescents' peers are not exaggerated.

Research purpose: to determine the psychological characteristics of adolescent conflicts in the course of experimental studies using statistical analyses.

The main research questions are: characterization of conflicts, internal obstacles and external barriers in the external boundaries of the individual based on T. Leary's methodology, which determines the styles and structure of interpersonal relationships, individuals' ideas about themselves, their “ideal me”.

Research subject: conflict and its types, intergroup conflicts and intragroup conflicts between adolescents.

Materials and Methods

An empirical analysis of conflicts arising in relationships between adolescents was carried out. If there is no relationship, naturally there will be no conflict. From this point of view, when

studying conflicts experimentally, following the path of analyzing interpersonal relationships makes it possible to reach the essence and causes of conflicts. To achieve this goal, we had used the “Diagnostics of Interpersonal Relationships” questionnaire developed by T. Leary [6].

Results and Discussion

In the conflicts of adolescence, disputes are predominantly disputing between “me” and “them” [7]. However, at the heart of these disputes, internal conflict is of great importance. That is, the basis of conflicts in adolescence is the factor of how appropriate or inappropriate the concepts of “me”, “myself”, “we” are to the relationships around them. Based on our research, the task is also to reveal, to a certain extent, the psychological aspects of these factors.

In the sources of modern psychology, socio-psychological barriers are defined differently. According to the Russian scientist V. Tseluiko, two types of socio-psychological barriers are divided into internal and external [8]:

- internal obstacles protect a person's autonomy and ensure his independence and individuality - social values, criteria, actions, as well as rigidity, conformism, weakness of will;
- external barriers, the reasons for which lie in the external boundaries of the individual, that is, in misunderstanding on the part of another individual.

They protect the social community, isolating it from external influences - a system of value orientations that directs the individual on the path of unifying the individual under the pressure of the social environment [9].

Conflicts and their characteristics, problems of their management [10], conflicts and their sociological analysis [11, 12], psychodiagnostics of conflicts and their resolution [13, 14], and effective conflict management were also studied. Thus, a conflict situation is a complex of human needs and interests, creating the basis for a real struggle between various social actors. While conflicts certainly arise in the people interaction, they can

have a positive practical function, rather than a constant destructive one:

- conflict, denying inactivity, gives propulsion to a certain movement into the past;
- in the process of a dispute, the source of controversy is personalized and means are found to prevent future conflicts;
- conflict is a form of personality self-affirmation, especially in adolescents, it is a behavior necessary to manage status in a conflict group.
- in scientific activity, conflict within a group creates a level of tension necessary for creative activity; therefore, the study showed that the productivity of creative scientific activity is higher among conflicting individuals;
- intergroup conflicts provide integration in group, stability, resolution of conflict situations, attracting attention, and involvement of group members in the general life of the group [14].

As noted above, the methodology developed by T. Leary has the ability to determine the styles and structure of interpersonal relationships and their characteristics, individuals' ideas about themselves, their “Ideal Me,” individuals' relationships to themselves, as well as the subjects' conflict zones.

During our research, T. Leary's technique was applied to each teenager and the results obtained are reflected in a special form. Consequently, for each tester a separate calculation was made for 8 different octants and we received the following results displayed in Table 1.

Table 1 Expression of the “Real Me” in the study of the interpersonal relationship types.

No	Types	M
1	Authoritarian type	8.7
2	Independent-dominant type	11.3
3	Aggressive type	12.9
4	Unconvinced – skeptical type	6.3
5	Submissive type	7.8
6	Dependent type	10.2
7	Partnership type	7.2
8	Altruistic type	6.8

Table 2 Normality distribution of interpersonal relationships types between teenagers in the class according to Kolmogorov-Smirnov.

	KS test statistics (D)	p-value	Mean value	Median	Standard deviation
Expression of the "real Me" in the interpersonal relationships	0.19137	0.88169	8.9	8.25	2.35313

The psychological characteristics of each type were determined given the range of scores from 0 to 16, it follows that a score of 8 indicates a harmonious personality. If the indicator exceeds 8 points, we can talk about strengthening the characteristics of this type. Cases with a score of 14-16 points indicate difficulties in the social adaptation of adolescents.

Low scores for all types (0-3 points) indicate that the test takers are closed and tense. If the number of indicators is less than 4 points or around it, we can say that the test subjects' answers are questionable and the level of data reliability is low. In this case, this means that there was insincerity in the subject's answers to the questions of the psychological method. Therefore, the subjects did not rate themselves as sufficiently open.

It should be noted that the subjects of the first four types of interpersonal relationships types 1, 2, 3 and 4 are characterized by a predominance of nonconformist tendencies and a tendency to create conflict situations (types 3 and 4), with extreme independence of their opinions, the correctness of their own point of view, characterized by a tendency to fight, lead and dominate (type 1 and 2). The remaining four octants types 5, 6, 7 and 8 are the opposite of the situations described above: conformists have an advantage, are congruent in their interactions with others (do not enter into conflicts), and are prone to compromise (types 5 and 6). Using two

special formulas, two main coefficients of dominance and friendliness are determined:

Dominance: $(1-5)+0.7*(3+2-4-6)$

Friendship: $(7-3)+0.7*(8-2-4-6)$

We can see that the influence of the psychological conflict content on the balance of the individual and the group depends on factors reflecting the universality of the characteristics of dominance and friendliness in the individual: the expectation or surprise of the conflict, the previous statuses of the disputing parties, the context of the conflict and the number of disputing parties. Depending on the subjects' level of conflict awareness, there are opportunities to consider conflict avoidance and avoidance actions. This helps to get clear results in dividing conflicting people into certain types. In general, in the process of interpreting the results, attention is paid to the superiority of one indicator over others (Figure 1).

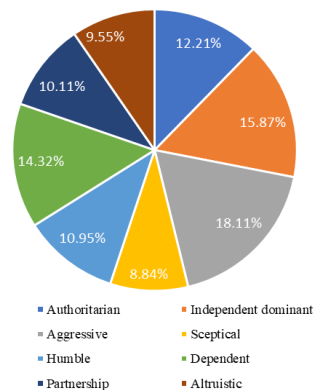


Figure 1 Comparison of research results on the "Real Me" and "Ideal Me" types of interpersonal relationships.

Subjects with a dominant authoritarian type (1st octant) are characterized by optimism, speedy reactions, increased activity, a tendency to dominate in a group, a constant high level of requests on oneself, easy and quick decision-making and orientation to the current situations mainly on one's own thoughts, as well as

minimal dependence on outer factors, extraversion. In this type of interpersonal relationships, there are cases of active influence on others: forcing others to follow and obey one's will.

The independent dominant type of interpersonal relationships corresponds to octant II and is characterized by the following features: selfishness, isolation, resulting in keeping oneself at a definite gap from people, self-centeredness, that is, being in the center of events, an increased demand, a cooperation high level, in the group the desire for a special position. Superiority is perceived here in a different sight, and little attention is paid to the general interests of the group and even less to the desire to "poison" others with your ideas and follow them.

The way of thinking will also be out of the box and creative. The opinions of others are also perceived critically; he stands by his opinion and defends it to the end. Emotions are not given free rein, and behavior lacks conformity, that is, it is not influenced by the opinions of others. A high level of research activity is combined with thoughtfulness. There is a low level of submission to others.

The aggressive type of interpersonal relationships corresponds to octant III. People of this psychological type are characterized by the following personality characteristics: inflexibility in decisions, a tendency to unexpected actions, the desire to achieve a goal, a preference for practical work, a high level of sense of justice, confidence in one's own rightness, not drawing the right conclusions from criticism addressed to the addressee, being in hostile mood towards critics, correct words in thoughts and actions, arrogance, gets unreliable, etc.

The upcoming type of interpersonal relationship is called distrustful-skeptical, in which people exhibit the following personality distinctions: controversy with anyone, sensitivity, stubbornness of assumptions, critical attitude towards any opinion, dissatisfaction with

their position in the microgroup, demandingness under the influence of doubts, fault finding attitude towards their own treatment, supreme sensitivity to thoughts, unsteadiness in thoughts and actions (disruptiveness to others opinions and character), a predisposition to grating and inflated conclusions, the conviction that the people around are not sincere and kind towards him, systematic thinking, reliance on one's own experience, practicality, realism, humor, although the relative tendency, the tendency to a high level of conflict, the tendency to conflict does not appear at the level of the II octant, but this situation is noticeable internally. This tendency towards internal conflict creates very basic situations in relationships with people.

The following type of interpersonal relationship is called as submissive, shy type; such people possess these personality traits: shyness at the level of illness, introversion, passivity, inactivity in matters of morality, humility, self-doubt, high tendency to reflect, dominance of motivation to avoid failure, inattentive success, low dignity, nervousness, a predominant sense of responsibility, criticize himself for any failure, quickly falls into a sad mood, pessimistically assesses his future, is tidy and achievable in his work, not allow wide social contacts and roles, noticing his tasks and defeat level of illness.

The dependent type of personality refers to the following interpersonal relationships, where such people are characterized by the following personality traits: a high level of concern, extreme sensitivity to environmental influences, inferiority to the others will, necessity in attention and warmth relationships, insecurity and unstable dignity, efficiency and responsibility create a good reputation in the team, but remain inertia and decision-making. The lack of self-confidence in installer and conformity prevent him from rising to the level of a superior. Excess skepticism, sensitivity to the rudeness and ignoring others, extreme self-criticism are his characteristic features.

The collective type of interpersonal relationships (the conversion type) is incorporated by people with the following personality traits. Instability in emotions, high and low nervousness, increased attention to environmental influences, dependence of self-esteem on the opinions of significant others, sensitivity to group opinions, tendency to collaborate. In addition, a person of this type tends to attract attention to himself in the eyes of relatively authoritative persons. This type people are exhibit such qualities as enthusiasm and susceptibility to the emotional mood of the group. Regardless of their superficiality, such people have a wide range of interests.

In order to study the structure of the "Me", in order to study the internal personal harmony of the individual, in addition to the instructions given above, the following instructions are given: "After assessing the characteristics indicated in the questionnaire, the same work is carried out in relation to the image of the "Me". In other words, the ideal self is also assessed by the individual. In this case, a person brings in those traits that do not contradict the ideal ideas that he has. Thus, we will be able to analyze a second look at T. Leary's technique. We also tested this direction on our testers.

The purpose is that many interpersonal conflicts are based on conflicts within a person, between his "Real Me" and his "Ideal Me" These intrapersonal conflicts occur in conscious and unconscious forms and flow into the sphere of interpersonal relationships. In a certain sense, this is the basis of our ideas about the basic psychological mechanisms of conflicts between adolescents. It should be noted here that the results of the first study provide an opportunity to create an idea of the "Real Me." The results of the next test give an idea of the "Ideal Me".

When comparing the images of "Real Me" and "Ideal Me", a similar situation is observed when interpreting the ratio of octants of opposite poles. Individuals with dominant, aggressive personality traits rarely express dissatisfaction with their interpersonal

relationships and character. However, they tend to improve their own style of interpersonal relationships with others. The following table shows the difference between the proportions and colors of the "Me" image.

At the same time, with an increase in the indicators of one or another octant, a person begins to take independent action for self-improvement. This is of significant meaning for a practicing psychologist in adjusting methods for improving an individual's behavior, considering the level of individuals recognition of the individual's own resources and existing problems.

The presence of an intrapersonal conflict that arises due to the emergence of a significant difference in the process of assessing the "Real Me" and "Ideal Me" indicates a high level of neuroticism. By their nature, types are focused not only on relationships with other people, but also on performing tasks of independent assessment, control and planning. The connection between various characteristics of types is also manifested through the social activity of adolescents.

Negative conditions of age-related changes in the personality of a teenager who independently evaluates the social environment: the appearance of an aggressive attitude towards adults, signs of unconscious behavior such as negativism, primarily in a natural situation, are not only symptoms that appear as a result of direct puberty, which occurs by itself, but they represent and indirect influence through means reflected in the social conditions in which the teenager lives: character traits that arise as a result of the teenager's position among peers, in different groups.

Relationships with adults, educational institutions and family status are also taken into account. By changing these social conditions, it is possible to influence the characteristics of adolescents' conflict resistance. Teenagers are highly imitative and do not have a clear idea of their worldview as individuals. They are very sensitive to external influences and emotions.

They are also characterized by courage, bravery and tact. Exposure to external influences causes adolescents to develop a personal opinion and activity, but in most cases this personal opinion and activity is not sufficiently substantiated.

Conclusion

Many studies have been conducted on the development of such skills, the possibility of individual and group psychocorrection of conflict behavior, as a result of these studies, methods have been developed to reduce the tension observed among the parties to the conflict, which include:

a) socio-psychological preparation;

b) autogenic training;
c) analysis of contradictory behavior;
g) individual psychological counseling;
d) mediation activity of a practicing psychologist.

Concluding above, we analyzed methods for managing conflicts between adolescents. Analysis of the results obtained can become the basis for general conclusions about the psychological characteristics of modern adolescents.

Conflict of interest

Authors declare no conflict of interest regarding publication of this article in the journal.

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