



REVISTA INCLUSIONES

CENCIA EN TIEMPOS DE CAMBIOS

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Julio / Septiembre

2020

ISSN 0719-4706

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**STUDY OF THE INTERCONNECTION BETWEEN INTRAPERSONAL CONFLICT,
TEMPERAMENTAL AND PERSONAL MEASURES AMONG STUDENTS**

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Fecha de Recepción: 03 de abril de 2020 – **Fecha Revisión:** 30 de abril de 2020

Fecha de Aceptación: 21 de junio de 2020 – **Fecha de Publicación:** 01 de julio de 2020

Abstract

The article deals with the problem of intrapersonal conflict among students in the period of their professional development. Students are in the period of youth, which is critical in the psychological development periodization system. The aim of this research is to reveal connection between intrapersonal conflict and some of the temperamental measures among students, on the one hand, and between intrapersonal conflict and the temperamental measures depending on sex, on the other hand. Three groups of students with a different type of intrapersonal conflict were distinguished. Based on the data obtained, some types of intrapersonal conflict reflecting peculiarities of intrapersonal antagonism of the young people studying in higher education institutions were singled out. A comparative analysis of temperamental and personal measures of students from these groups was conducted.

Keywords

Intrapersonal conflict — State of conflict — Personality development — Youth — Students

Para Citar este Artículo:

Kukso, Polina A.; Kiryukhina, Evgenia Yu.; Kukso, Olga G. y Mochalov, Sergey M. Study of the interconnection between intrapersonal conflict, temperamental and personal measures among students. *Revista Inclusiones* Vol: 7 num Especial (2020): 116-129.

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Introduction

Most of the research of intrapersonal conflict belongs to foreign authors¹. Various psychotherapeutic schools and representatives of cognitive psychology point out to the importance of psychological symptoms that determine the intrapersonal conflict².

In Russian psychology this problem is considered in the works of psychologists of neuropathological profile. According to Myasishchev (1995), personality is a system of a person's attitudes towards reality. Myasishchev (1995) believes that a differentiated approach to conditions and reasons that cause intrapersonal conflicts and neuroticisms is necessary. The author thinks that the relations and connections that are established during a person's life are crucial in the development of intrapersonal conflicts. Unsuccessful relations in the critical periods of personality development, which then affect the development of intrapersonal conflicts, are of an exceptionally huge importance³.

E. A. Etko carries out an analysis of processes involved in personality development. Author provides a detailed analysis of such notions as personalization and personification, which embody the actualization of different needs. The process of personalization represents an actualization of an individual's need to be a person. Personification of personality is connected with its self-identification crisis and the realization of the fact that personality is not a substance⁴. Personality and substance (or "the initiative centre") are viewed by the author as the two "poles" of subjectivity. Orlov and Orlova (2011) think that such rigid psychological formations as character yield to psychotherapeutic influence. Intrapersonal conflicts can split personality into competing subpersonal formations. These conflicts can be the driving force of personality development and transformation, but they also can lead to the rigidity of neurotic reactions or fragmentation chaos⁵.

¹ S. Freud, "Ego" and "Id": Works of various years. Vol. 1 (Tbilisi: Merani, 1991); K. Horney, Neurotic personality of our times. Self-analysis (Moscow: Progress, 1993); K. Horney, Our inner conflicts. Constructive theory of neurosis (St. Petersburg: Lan, 1997); K. Levin, "Types of conflicts". In Psychology of personality. Texts, eds Yu. B. Gippenreiter, A. A. Puzyrey (Moscow: 1982) y C. G. Jung, Psychic conflicts in a child (Moscow: Kanon, 1994).

² F. Alexander, Psychosomatic medicine (New York: Norton, 1950); W. Lauterbach, "Covariation of conflict and mood in depression", British Journal of Social and Clinical Psychology num 14 (1975): 49–53; S. O. Hoffmann and G. Hochapfel, Introduction to the theory of neuroses and psychosomatic medicine (Stuttgart: Schattauer, 1979); S. Mentzos, Neurotic processing of conflict (Frankfurt am Main: Fischer, 1984); M. Roweck, "Changes of intrapsychic conflict in alcohol patients in the course of therapy". (Unpublished diploma thesis, University of Frankfurt, 1990); J. Hoyer, Intrapsychic conflict and severity of psychopathological symptoms: Quantitative conflict diagnostics in clinical groups (Regensburg: Schattauer, 1992); J. Hoyer; D. Frank and W. Lauterbach, "Intrapsychic conflict and intolerance of ambiguity as predictors of severity of clinical symptoms — a latent variable approach", Zeitschrift für Klinische Psychologie Vol: 23 Issue 4 (1994): 242-247; J. Michalak, Goal conflicts in the therapeutic process (Unpublished diploma thesis, University of Frankfurt, 1999) y W. Renner and M. Leibetseder, "The relationship of personal conflict and clinical symptoms in a high-conflict and a low-conflict subgroup", Psychotherapy Research num 10(3) (2000): 321–336.

³ V. N. Myasishchev, Psychology of relationship: Selected psychological works (Moscow: Institute of experimental psychology; Voronezh: MOD EK, 1995).

⁴ E. A. Etko, "Ideas of personalization and personification in Russian psychology: Current status and prospects of the research". Psikhologicheskie issledovaniya Vol: 8 num 41 (2015): 8 from <http://psystudy.ru/index.php/num/2015v8n41/1140-etko41.html>.

⁵ A. B. Orlov and N. A. Orlova, "Individuality vs. Individity: the fateful question of the modern times", Mir psikhologii num 1 (2011): 32– 44.

As is known, the intrapersonal conflict is viewed as a clash of interests, needs, affinities of a person, which occurs providing they are approximately equal in their intensity and significance, though different in orientation⁶. Internal conflicts result from personal system becoming more complex. This research is based on structural and functional approach that was found in the works of V. S. Merlin (ed.), B. M. Teplov, V. D. Nebylitsin. Some of the temperament measures are interconnected with an intrapersonal conflict and influence a person's life in a significant way. Intrapersonal conflicts result from personal system becoming more complex. It is known that one of the factors that lead to internal conflicts is the impossibility to have a "sensible" attitude toward one's natural potential⁷. It is also known that some of the temperament measures are interconnected with the intrapersonal conflict and have a great influence on a person's life⁸. Chen and Zhang showed that the roles of personality and temperament amongst schoolchildren differ in the achievement of the presupposed aims in the hierarchical model of motivation. According to the data obtained, the personal measures appeared to be more powerful predictors as compared to the temperament measures that influenced achievements of the personal aims. Zhdanova researched students' patterns of study in the learning process. The measure of successfulness and the level of academic performance amongst the students of the first year were connected with the properties of neurodynamic and psychodynamic levels of integral entity. By the third year of study students form their own systems of studying methods and develop their personal traits. The author points out to the fact that indecision and caution change into bravery and determination. This tendency continues up to the fifth year of studying. The changes in the personality sphere are manifested in a more open attitude, readiness for cooperation, and self-confidence. Thus, the significance of personal traits and intellect in the process of education increases, and, on the contrary, the role of nervous system properties in the style of students' activities becomes less important⁹.

Studying in higher education institutions involves high study load for the students. In this important period of professional development many students choose their objectives of life, which is accompanied by increase in the violence of internal conflicts. According to Zeer, during this period, a crisis of professional choice occurs, which is exceptionally marked in the first and the last year of study. This crisis can be caused by dissatisfaction with particular academic subjects, doubts about the rightfulness of a chosen profession or the decrease in motivation or interest in education. In individual cases, this crisis can be overcome through changing the destructive studying-educational motivation into socio-professional one. Zeer (2003) views the crisis of professional choice correction as a stand-alone normative crisis of professional socialization.

Students are at the stage of adolescence in their development. Slobodchikov and Tsukerman define adolescence as a critical period in the periodization system of psychological development, which is characterized by the discordance between the reality

⁶ B. G. Meshcheryakov and V. P. Zinchenko, Big encyclopedic dictionary (Moscow: AST: ACT-Moskva; St. Petersburg: Prime-Evroznak, 2009).

⁷ I. A. Krasilnikov, "Peculiarities of personal qualities amongst individuals with neurotic intrapersonal conflicts", *Izvesiya Saratovskogo universiteta (Series Philosophy, Psychology, Pedagogy)* num 11(2) (2011): 63–66.

⁸ P. A. Kukso and O. G. Kukso, "Peculiarities of intrapersonal conflict manifestations and some of the temperament indices amongst students", *Proceedings of the 10th International virtual conference "Psychology and pedagogy in the system of liberal education"*, (2014): 94–97.

⁹ S. Yu. Zhdanova, "The style of learning activity of students depending on the specific conditions and requirements of the activities". In *Polysystemic research of human individuality*, eds. B.A. Vyatkin (Moscow: PER SE. 2005), 259-284.

and the ideal. The authors consider the youth crisis as the “crisis of birth”. Shemyakina also defined the stable factors that form intrapersonal conflict during the period of adolescence. Amongst personality development factors, learning is one of the most important and defining ones because it is the only way of receiving an education. It is in learning where psychological and personal growth mostly takes place alongside with acquisition of experience in the sphere of studying, cognitive, research and professional activities.

Shelekhov and Fedchishina point out to the interconnection between an intrapersonal conflict and loneliness amongst students. Loneliness in this case results from the intrapersonal conflict. It was shown that students with pronounced intrapersonal conflicts have high loneliness rates and medium or high aggression rates, and can grow frustrated. It is known that gender stereotypes influence the peculiarities and specificity of progression of intrapersonal conflicts. The source of intrapersonal and interpersonal role conflicts is the dysfunctional child-parents relations¹⁰. Such relations in a single-parent family lead to malfunctions in the process of establishment of gender identity in a boy, further infantilization feminization, and development of maladaptive insights on matrimony. Moreover, girls from incomplete families tend to have problems with acceptance of their sexuality during the period of adolescence. Boys and girls from single-parent families form inadequate and controversial insights on a woman’s role and vague ideas about men’s traits.

O. E. Nikulenkova showed that, according to the criteria of congruence of biological sex and sex-role characteristics (feminine, masculine and androgynous), six types of students’ gender identity can be singled out¹¹. Most of students irrespective of their gender identity and year of study display a moderate level of frustration, which is indicative of adaptive conflict. The author argues that in the third and the fifth years of studying male students with feminine sex-role traits of behavior show increase in their level of frustration.

The aim of the present research was to find, firstly, connection between an intrapersonal conflict and some of the temperament measures of students, and secondly, interconnection of an intrapersonal conflict and the measures of temperament depending on sex. On the basis of data obtained, types of intrapersonal conflict reflecting the peculiarities of controversies that appear amongst students of higher education institutions should be singled out.

Materials and Methods

1. Participants

The survey covered 25 young men and 75 young women aged 18 to 25, 100 participants in total.

2. Technical information

To achieve the goals of this research, measures of the following methods were evaluated. The intrapersonal conflicts were identified by Fantalova’s method “The level of correlation of value and accessibility in different spheres of life” (LCVA)¹². E. B. Fantalova

¹⁰ E. M. Dubovskaya and K. S. Mishina, “Features of gender socialization in an incomplete family”. *Psikhologicheskie issledovaniya* Vol: 8 num 42 (2015): 9 from <http://psystudy.ru/index.php/num/2015v8n42/1160-dubovskaya42.html>. Accessed 13.06.16.

¹¹ O. E. Nikulenkova, “Gender specifics of students’ intrapersonal conflicts and their prevention”. (Unpublished diploma thesis, Pyatigorsk State University, 2009)

¹² E. B. Fantalova, *Diagnostics and psychotherapy of internal conflict* (Samara: BAHRAH-M, 2011).

singles out three different levels of psychological reality which that characterize the peculiarities of human psychology functioning as well as the peculiarities of a comprehensive psychological profile. This psychological profile includes not only external psychological manifestations such as temperament, properties of a nervous system and character phenomenology, but also deep motivational personality structure, personal meanings and values.

Agitation, block, and mobility were defined by means of the temperament research questionnaire by J. Strelau¹³. The Russian adaptation of the questionnaire was prepared by N. N. Danilova and A. G. Shmelev. Pavlov's idea about temperament playing an important role in the adaption of an individual to the environment formed the basis of Jan Strelau's Regulative Theory of Temperament (RTT), which was also based on the notion of optimal level of agitation developed by D. Hebb¹⁴. According to Regulative Theory of Temperament, the structure of temperament comprises sensibility (which is understood as an individual's sensitiveness, his stamina and working capacity) and vigilance. Extroversion, introversion, and neuroticism were calculated using the personal questionnaire EPI (Eysenck Personality Inventory) published by H. Eysenck in 1963¹⁵. Trait anxiety (as a stable characteristic of a person) and state anxiety as a temporary state were estimated on Spilberger anxiety scale (State-Trait Anxiety Inventory — STAI). In Russia this method was adapted by U. L. Hanin¹⁶.

Statistics

Statistical processing was conducted by utilizing Statistica 10.0. On the first stage, a correlation analysis using Spearman's coefficient, variance analysis using the LSD-coefficient, and factor analysis using the method of principal components with the following ANOVA factor rotation applied to young men and women together were conducted. The second stage included k-means cluster analysis with the following variance analysis applied to young women and men separately.

Results

1. The first stage of research

The results of E. B. Fantalova's method showed that 69% of the surveyed have intrapersonal conflicts (IC), i.e. most of the students are in the state of conflict, struggle of equally important motives, and inner turmoil. 26% of the surveyed are in the state of internalized vacuum (IV), i.e. they are not interested in any significant subjects. And the last 5% percent of the surveyed are in the neutral zone (NZ). They are characterized by a state of harmony and tranquility where the desired equals the reality. These people have no internal conflicts and are in a state of harmony.

According to the obtained data, the students with IC show a positive interlinking of agitation with block and extraversion ($r = .32$; $r = .26$ correspondingly when $p < .05$), and a

¹³ J. Strelau, The role of temperament in the psychological development (Moscow: Progres, 1982).

¹⁴ M. V. Falikman, "Hebb, 1904–1985". In Big psychological dictionary 4th ed. eds. Zinchenko, V. P. and B.G. Meshcheryakov (Moscow: AST-Moskva; St. Petersburg: Praym-Evroznak, 2009).

¹⁵ A. D. Ishkov, Learning activity of students: Psychological factors of success (Moscow: ACB, 2004).

¹⁶ A. V. Batarshv, Basic psychological properties and personal identity: Practical guidelines on psychological diagnostics (St. Petersburg: Rech. 2005).

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negative interconnection between state anxiety and trait anxiety ($r = -.25$ and $r = -.28$ correspondingly when $p < .05$), (see Table 1). It implies that when the agitation measure rises, state and trait anxiety decreases, and vice versa.

	A	B	M	SA	TA	E	N
A	1.00	.32*	.51*	-.25*	-.28*	.26*	-.12
B	.32*	1.00	-.04	-.11	-.12	-.48*	-.15
M	.51*	-.04	1.00	-.06	-.08	.55*	.22
SA	-.25*	-.11	-.06	1.00	.59*	-.22	.48*
TA	-.28*	-.12	-.08	.59*	1.00	-.24	.49*
E	.26*	-.47*	.55*	-.22	-.24	1.00	.05
N	-.12	-.15	.22	.48*	.49*	.051	1.00

Note: A — agitation; B — block; M — mobility (according to J. Sterlau's questionnaire); SA — state anxiety; TA — trait anxiety; E — extraversion-introversion; N — neuroticism; * — Spearman's correlation coefficient when $p < .05$.

Table 1

The results of the correlation analysis of personal and temperament measures amongst students with intrapersonal conflict

State and trait anxieties are closely interconnected, which points out to personal instability in self-esteem. Block is positively interconnected with agitation and negatively— with extraversion/introversion ($r = -.47$ when $p < .05$). Therefore, the block of test subjects with IC is connected with the personality type. If the block level is high, then the introverted type dominates prone to unsociable demeanor, having few friends, and planning in advance. If the block level is low, extraverted type dominates prone to conversations, striving for bright impressions and taking risk, and impulsiveness. It is worth stating that the level of neuroticism is directly dependent on state and trait anxiety. The higher the neuroticism level is, the more enhanced emotional lability, the level of hyperactivity and the slower reversion after emotional sufferings are. However, in this case a high level of neuroticism, which can be a precondition for a neurotic disorder, is not observed.

Let us consider the results of the correlation analysis of students group with IV (see Table 2). According to E. B. Fantalova's methods, IV is a state where the object available is of no interest to a person; it can be accompanied by a feeling of "internal ballast", "excess of presence", otiosity, inutility. That means a person has a choice between some kinds of values, which are, however, of no interest to this person.

	A	B	M	SA	TA	E	N
A	1.00	.25	.43*	-.58*	-.47*	.24	-.38
B	.25	1.00	.15	-.54*	-.48*	-.25	-.43
M	.43*	.16	1.00	-.31	.01	.26	-.01
SA	-.58*	-.55*	-.31	1.00	.54*	-.10	.50
TA	-.46*	-.47*	.01	.54*	1.00	-.09	.75
E	.24	-.26	.26	-.10	-.08	1.00	-.15
N	-.38	-.43*	-.01	.51*	.75*	-.15	1.00

Note: A — agitation; B — block; M — mobility (according to J. Sterlau's questionnaire); SA — state anxiety; TA — trait anxiety; E — extraversion-introversion; N — neuroticism; * — Spearman's correlation coefficient when $p < .05$.

Table 2

The results of the correlation analysis of personal and temperament measures amongst students with internalized vacuum

The agitation index amongst students with IV shows smaller connection to other indices as compared to the students with IC, it has no connection to extraversion and mobility, but it has inverse correlation with the state anxiety index ($r=-.58$ when $p<.05$) and trait anxiety ($r=-.47$ when $p<.05$) and a positive link with the mobility index ($r=.43$ when $p<.05$). The higher the level of agitation of psychological processes amongst the test subjects is, the higher lability and the lower levels of state and trait anxiety they have.

The students with IV appear to have inverse correlation of the level of block with the indices of state ($r=-.54$ when $p<.05$) and trait anxiety ($r=-.48$ when $p<.05$), and neuroticism ($r=-.43$ when $p<.05$). It is important to note that this connection is not observed amongst the students with IC. If the test subjects have a high index of block, a decrease in state and trait anxiety is observed simultaneously, which indicates the slowing of psychological processes, a state of anxiety. The mobility index is only connected with agitation.

A positive connection was found between the levels of state and trait anxiety and neuroticism ($r=.51$ and $r = .75$ correspondingly when $p<.05$), as well as a negative interconnection between the indices of agitation ($r = -.58$ and $r = -.47$ correspondingly when $p < .05$) and block ($r=-.54$ and $r=-.48$ correspondingly when $p < .05$). This indicates that the higher the measure of state anxiety in this sample group is, the higher the level of trait anxiety and neuroticism (emotional instability), but the lower the level of mobility are.

Trait anxiety amongst the students with IV is positively interconnected with neuroticism ($r=.75$ when $p<.05$). The increase in the level of trait anxiety is accompanied by the increase in the level of neuroticism, i.e. the increase of emotional lability and hyperactivity amongst test subject, and vice versa.

NZ is described by E. B. Fantalova as a tranquil, balanced, non-confrontational state of the person's inner world. No correlations were found amongst the students in NZ.

Further ANOVA using the LSD-coefficient showed that the students with IC differ in their indices of agitation and block as compared to the students with IV and NZ. The level of agitation is lower amongst students with IC (52.91 ± 1.55) as compared to the students with IV (60.23 ± 2.63 when $p<.02$) and higher as compared to the students in NZ (46.80 ± 3.91 when $p<.03$).

Students with IC show a lower level of block (53.30 ± 1.59) as compared to the students with IV (61.31 ± 1.87 when $p<.005$).

It is also important to note that the variance analysis did not detect any differences in the anxiety indices, all of which are at the normal level, except for the trait anxiety amongst test subjects in NZ (46.00 ± 4.78) as compared to people with IC and IV ($41.72\pm .96$ and 39.92 ± 2.06 correspondingly).

Factor analysis allowed singling out four factors in the system of cooperation between the index of IC and some other temperament and personality indices (see Table 3).

	Factor 1	Factor 2	Factor 3	Factor 4
A	-.31	.80*	-.24	-.07
B	-.17	.24	-.87*	.18
M	.79*	-.23	.02	.08
SA	.86*	-.14	-.03	-.15
TA	-.16	.50	.76*	.04
E	.85*	.14	.09	.02
N	.07	.88*	.18	.08
IC	.02	-.02	.11	-.98*

Note: A — Agitation, B — block; M — mobility (according to J. Sterlau's questionnaire); SA — state anxiety, TA — trait anxiety; E — extraversion-introversion; N — neuroticism; IC — (according to E. B. Fanatalova's methodology); * — a relevant level of factorial weight.

Table 3

Factor weight of intrapersonal conflict and some of the temperament indices of the students

The first mixed factor of “cooperation mobility” with relevant positive weights includes the index of mobility (.79), the index of state anxiety (.86) (on Ch. D. Spilberger—U. L. Hananin's scales) and extraversion (.85). The average level of students' mobility is high — 50.51 ± 1.69 , and the level of extraversion — $13.27 \pm .55$ corresponds to the average level of extraversion. Such people change their types of activities very quickly; they are characterized by fast switching, determination, sociability and extraversion, many acquaintances and need for communication. An increased level of anxiety indicates problems with personal development and affects it negatively. But the test subjects show a moderate level of anxiety combined with extraversion, which enables personality development. The ratio of explained variance of this factor is 32.16%, and it can be considered as a factor of personality development and transformation.

The second mixed factor of “activity” includes the index of agitation (.80) (according to Sterlau's questionnaire) and neuroticism (.88) (according to H. Eysenck's questionnaire). The ratio of explained variance of this factor is 21.27%.

The third factor of “trait anxiety and block” includes positively marked trait anxiety (on Ch. D. Spilberg—U. L. Hananin's scales) and negatively marked block (according to Sterlau's questionnaire). The tendency of increasing, as well as that of decreasing, of trait anxiety and block indices proceed in different direction. The ratio of explained variance of this factor is 16.55%.

The fourth factor of “IC” includes negatively marked index of IC. The ratio of explained variance of this factor is 11.65%.

The second stage of research

The results of E. B. Fantalova's methods showed that 71% of young women and 60% of young men are in the state of IC. Therefore, most of the students are in the state of IC, that is the struggle between equally important motives and inner emotions. 22.66% of young women and 40% of young men are in the state of IV. These students are not interested in any significant objects. And only 6.66% of young women are in NZ. These people are characterized by a balanced, calm state, where the wishes coincide with the reality and are available for these students.

The young women were divided into two groups according to the indices of agitation, block, mobility, and IC (according to E. B. Fantalova's methodology) with the help of cluster analysis — the first group included the surveyed with low indices of agitation, block and mobility, but with high index of IC (38 of the surveyed) as compared to the second group (37 people). The third group consisted of young men (25 people). The ANOVA allowed us to detect sufficient differences in block indices between the young women belonging to the second group and the young men — 52.95 ± 2.02 , and 60.32 ± 2.49 when $p = .05$. The index of mobility was different amongst young women and men: the first female group — 52.95 ± 2.02 , the second female group — 60.32 ± 2.49 ($p < .05$). The women have a significantly lower index of state anxiety as compared to the men when $p < .001$. To be more specific, the index of state anxiety in the first female group is 38.95 ± 1.70 , in the second female group — 39.41 ± 1.72 , whereas in the male group — 51.08 ± 2.09 . Therefore, it is possible to state that young men are characterized by susceptibility to the outer influence in situations which they find potentially threatening, for example during examinations or tests. However, the trait anxiety index was higher amongst the women of both groups as compared to the men's indices. The trait anxiety index in the first female group was 42.65 ± 1.36 , in the second female group — 42.97 ± 1.38 , whereas in the male group it was 36.24 ± 1.68 (when $p < .01$). This indicates that women are characterized by lack of self-confidence, attempts to avoid failures and dependence on the opinion of the majority.

Finally, the index of IC (based on E. B. Fantalova's methodology) in the first female group is significantly higher in comparison to the second female and male groups (when $p = 0.02$). More specifically, in the first female group it was 45.42 ± 4.33 , in the second female group — 28.08 ± 4.39 , and 30.52 ± 5.34 in the male group.

Discussion

It was proven by a number of scientific research that the properties of excitatory system are set by nature, i.e. they are innate and influence behavior, personality, and human activity¹⁷, and can also serve as a precondition to potential sthenia of a person. Such properties of excitatory system as sthenia, asthenia, mobility vs. block and a balance of nervous processes have a significant impact on efficiency of learning activities¹⁸. This is confirmed by our research.

The results of the research using methodology by E. B. Fantalova have shown that 69% of the test subjects are in the state of IC. A major part of students in our research are in the state of conflict, which is characteristic of the period of professional development. As Zeer, we are prone to regard the crisis of professional choice correction as a stand-alone normative crisis of professional personality development. Representatives of psychoanalysis believe that IC is a critical factor in development of all neurotic illnesses¹⁹.

¹⁷ V. D. Nebylitsin, *Psychophysiological studies of individual differences* (Moscow: Nauka, 1976); B. M. Teplov, *Problems of individual differences* (Moscow: Academy of Education of RSFSR Press, 1961); V. S. Merlin, *Problems of experimental psychology of personality: Proceedings Vol. 77 Is. 6* (Perm: Perm Pedagogical Institute, 1970) y E. P. Ilyin, *Psikhologiya individualnykh razlichiy* (St. Petersburg: Piter. 2004).

¹⁸ V. D. Nebylitsin, *Psikhofiziologicheskie issledovaniya individualnykh razlichiy* (Moscow: Nauka, 1976) y E. P. Ilyin, *Psychology of individual differences* (St. Petersburg: Piter, 2004).

¹⁹ F. Alexander, *Psychosomatic medicine* (New York: Norton, 1950); S. O. Hoffmann and G. Hochapfel, *Introduction to the theory of neuroses and psychosomatic medicine* (Stuttgart: Schattauer, 1979) y V. S. Merlin, *Problems of experimental psychology of personality: Proceedings Vol. 77 Is. 6* (Perm: Perm Pedagogical Institute, 1970).

Lauterbach demonstrated that the level of conflict could be connected with depression. Other research revealed the influence of alcohol, accidents and psychosomatic diseases²⁰. It is also known that the level of IC decreases in the course of psychotherapy²¹. W. Renner and M. Leibetseder divided the group of test subjects in accordance with the level of IC. They examined people with clinical signs and people in good health. The authors found out that the level of IC is connected with clinical signs amongst the group of patients, and is the risk factor of development of clinical signs amongst people in good health condition. Our research involved students. The test subjects were of teen-age and had relatively good health. We also divided them into three groups according to the level of conflict: these with IC, these with IV, and these in NZ. Correlation analysis revealed interconnections between the indices of temperament and the IC. Negative correlations between indices of block and extraversion/introversion were discovered. Exaltation correlates negatively with trait and state anxieties and positively with block, mobility and extraversion/introversion. Positive interconnections of neuroticism were obtained with trait and state anxieties. Generally, the correlation analysis data confirm the obtained results indicating that IC is characteristic of students with a moderate level of exaltation, low level of block, sociability and low level of anxiety.

Variance analysis showed that the students with IC demonstrate differences in the indices of exaltation and block as compared to the students with IV and NZ. The exaltation level amongst students with IC is lower ($52,91 \pm 1,55$) as compared to the students with IV ($60,23 \pm 2,63$ when $p < 0,015$) and higher in comparison to the students in NZ ($46,80 \pm 3,91$ when $p < 0,034$). Students with ICs demonstrate a lower level of block ($53,30 \pm 1,59$) as compared to the group of students with IV ($61,31 \pm 1,87$ where $p < 0,005$), and their trait anxiety is lower ($41,72 \pm 0,96$) in comparison to the people in NZ ($46,00 \pm 4,78$), but higher as compared to the people with IV ($39,92 \pm 2,06$).

A 4-factor structure of IC index and some of the temperament and personal indices were revealed in the total sample. The connection between state anxiety and extraversion is important in this system. The first mixed factor of "interactivity" is represented by correlations of mobility, state anxiety and extraversion. The second factor of "sthenia" is represented by correlation between exaltation and neuroticism. The third factor of "trait anxiety and block" includes the indices of trait anxiety and block. And only the fourth place is taken by the factor of disintegration in personal-conative sphere, which includes an only index of IC. This proves its importance and independence from other indices.

At the second stage of our research, a comparative analysis of IC, personal and temperament indices, semi-independent from gender, was carried out. In addition, a group of young women was divided into two groups with the help of variance analysis.

Highly active people have strong excitatory system, mobility of neural processes and exaltation in "inner" balance. In our research this is the first group of young women with high level of trait anxiety and medium level of disintegration in personal-conative sphere, as well

²⁰ J. Hoyer, Intrapyschic conflict and severity of psychopathological symptoms: Quantitative conflict diagnostics in clinical groups (Regensburg: Schattauer, 1992) y J. Hoyer; D. Frank, and W. Lauterbach, "Intrapyschic conflict and intolerance of ambiguity as predictors of severity of clinical symptoms — a latent variable approach", Zeitschrift für Klinische Psychologie Vol: 23 Issue 4 (1994): 242-247.

²¹ J. Michalak, "Goal conflicts in the therapeutic process" (Unpublished diploma thesis, University of Frankfurt, 1999) y M. Roweck, "Changes of intrapyschic conflict in alcohol patients in the course of therapy". (Unpublished diploma thesis, University of Frankfurt, 1990).

as the second group of young women, which differs from the first group only in the low level of disintegration in personal-conative sphere.

The subjects with low activity have weak and inactive excitatory system, the block in “inner” balance prevails in this type. In our research these are young men who have low state anxiety and low level of disintegration in personal-conative sphere.

Conclusions

Thus, studying in the higher education institutes supposes high study load of students. During this crucial period of life, many students choose their life objectives of life. These and other reasons lead to the ICs. The most part of the students are in the state of IC, the struggle between equally important motives and inner emotions, which represents a personal normative professional formation crisis. Students with IC are characterized by multiple connections between their temperament and personal indices. They have specifically lower levels of block and agitation in comparison to the students with IV, and higher levels of agitation as compared to the students in NZ.

Three types of IC depending on sex and different levels of temperament indices were singled out amongst the students. The first type of IC turned out to be characteristic of young women with the high level of IC alongside with the low level of block, high level of mobility, and low state and trait anxiety indices as compared to the third type of IC characteristic of young men. Moreover, it is the only in the index of block that the first type of ICs, which is characteristic of young women with the high level of IC, differs from the second type of IC, which is typical for young women with the low level of IC. This indicates the weakness of the blocking processes amongst girls with high levels of IC alongside with impulsive reactions to the excitatory agent and weak self-control in behavioral reactions. Such combination of agitation and block processes defines the development of ICs. Therefore, the present study of the types of IC in their connection with indices of temperament of young women and men studying in the higher education institutes determines the main points of the further comprehensive research of the problem of IC.

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