
AN ACCENTUATED PERSONALITY'S TRAITS AS A FACTOR OF CONFLICT MANAGEMENT STYLES AT WOMEN STUDENTS (A UKRAINIAN SAMPLE)

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ABSTRACT

The article purpose is to present and discuss the results of the empirical study on the frequency, structure of women students' accentuated traits and such traits influence on their conflict management styles. The study was conducted with 104 undergraduate women students aged of 21-23 years from March 2019 to May 2019. Schmieschek Questionnaire and Thomas-Kilmann Conflict Mode Instrument were used. The article present contradictory facts confirming and, at the same time, denying the significant differences in accentuated traits characteristic for women students in Ukraine and in the Russian Federation. So, it confirms the necessity to diagnose accentuated traits for every new sample with certain age, gender, political, socio-economic, socio-psychological and others peculiarities. Seven out of ten accentuated traits (hyperthymia, rigidity, emotiveness, pedantry, anxiety, cyclothymia, excitation) influence to a some degree on women students' conflict management styles, besides of others factors. Hyperthymia, rigidity and emotiveness influence the most strongly. Pedantry, anxiety, cyclothymia, excitation have moderate influence. Demonstrativeness, dysthymia, exaltation do not influence considerably. Rigidity, emotiveness, pedantry, and anxiety support some conflict management styles. Hyperthymia, cyclothymia, excitation make a barrier for certain styles. Four types of connections between women students' accentuated traits and their conflict management styles were formed. These are strong attractive (rigidity and competing, emotiveness and accommodating) and strong blocking (excitation and accommodating, demonstrativeness and avoiding), moderate attractive (anxiety and competing, pedantry and competing, dysthymia and avoiding) and moderate blocking (hyperthymia and avoiding, cyclothymia and accommodating) types.

Key words: woman student, accentuated personalit's trait, conflict management style, conflict behaviour, accentuated traits influence.

Problem definition. The main efforts of experts studying interpersonal conflicts are aimed at revealing of the conditions and factors that determine the constructive conflict behaviour to implement conflict developmental functions. It is generally accepted that a conflict is an objective phenomenon that cannot be avoided, but its course, its effect on the people depends largely on the conflict participants' psychological characteristics. Therefore an important area of interpersonal conflict study is the search for

psychological factors of effective behaviour during conflicts. The need for our work is determined by the fact that links between women students' personal accentuations and styles of their behaviour during interpersonal conflicts are not studied.

Recent studies and publications. A personality's psychological portrait, him/her temperament and characteristic traits is added and refined systematically in numerical studies. K.Leongard's concept (Leongard, 1989) proved to

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be very productive in view of its holistic approach to the interpretation of a personality as a biosocial creature with both biologically determined (temperament) and socially defined (character) traits which are combined and intertwined. This provides space for the widespread use of psychological diagnostics of accentuations in medical practice both in propaedeutics and in the treatment of various personality disorders, emotional-volitional states, somatic diseases, etc. (Akiskal et al., 2005; Brandes & Bienvenu, 2006; Clark et al., 1994; Hosier et al., 2011; Lizeretti et al., 2014; Shembeleva, 2002, etc.). The accentuation means special individual traits which have tendency to be modified to abnormal psyche states. An accentuated personality has potential possibility to both socially approved and to socially convicted acts (Leongard, 1989, p. 17-18).

One of the leading spheres of an accentuated personality's traits manifestation is interpersonal relations, including interpersonal conflicts. The study by E.A. Kovalenko (2007) is an example of research in this area; it shows that the accentuation of certain personality's traits correlates significantly with such communicative indicators as interrelations of individual and social attitudes, the modality of emotional reactions, operational difficulties during communication.

There are links between anxiety disorders and emotional intelligence (Lizeretti et al., 2014). In particular, emotional intelligence skills are an important factor in the aetiology of personality disorders and, on contrary, pathological personality traits tamper the development of emotional skills. Anxious people master better skills in identification and facilitation and worse skills of emotional comprehension and regulation (which is important during conflict management). This research proves the role of anxiety accentuation in conflict situations, which is important sphere of emotional intelligence. The researchers conclude that the patients with anxiety disorders need to develop their emotional reasoning skills, which simultaneously are a tool of their treatments.

The emotional and volitional traits of adolescents with certain types of character accentuations were studied and described (Badiiev, 2015). The emotional and volitional traits of people with some character accentuations do not influence their activities, but those of people with the other accentuations can enforce or reduce it. For example,

emotional and volitional traits of hysteroid or hyperthymic people do not influence their communications and activities. Meantime, these traits reduce communications and activities of schizoid, cycloid, labile, sensitive people. And finally the emotional and volitional traits are able to improve communications and activities of psychasthenic persons.

The correlations between stress tolerance and character accentuations were revealed at students. There is a negative correlation between stress tolerance and the emotive type; and there is a positive one between stress tolerance and pedantic, demonstrative, excitable and dysthymic accentuations. Therefore emotive people are less stress resistant, and people with pedantic, demonstrative, excitable and dysthymic accentuations are more stress resistant in comparison to others students (Doubchuk, 2016).

A cross-sectional study of alcohol consumption and accentuated personality traits among young adults in Romania showed that demonstrativeness, hyperthymia, cyclothymia, rigidity (hyper-perseverance), and exaltation (uncontrollability) were risk factors for alcohol consumption (Rada & Ispas, 2016). Particularly, demonstrativeness support negative, destructive, antisocial tendencies of adolescents and young people. It was stressed that students with maladaptive personality structure need the special leisure education to be oriented toward creative, dynamic means of socializing and time spending.

The data on gender peculiarities as for influence of accentuations on behaviour are especially important regarding our study among female students. A number of studies revealed significant gender differences of a personality's accentuation impact onto him/her behaviour (Badiyev, 2015; Doubchuk, 2016; Shembeleva, 2002).

Several studies (Antonioni, 1998; Bodtker & Jameson, 2001; Desivilya & Yagil, 2005; McGuigan & Popp, 2016; Rahim et al., 2000) showed that human behaviour in conflict situations has individual peculiarities and is considerably determined by emotional-volitional states (moods) typical for a person. Some individual psychological traits increase proneness to conflicts (expansiveness, impulsiveness, overestimation, aggressiveness, etc.). The founder of the accentuated personality concept, K. Leongard (1989) presented conflict behaviour indicators, which allow diagnosing of accentuations. Especially often these indicators

are related with rigidity.

The article purpose is to present and to discuss the results of the performed empirical study on the frequency, structure women students' accentuated traits and influence of such traits onto their conflict management styles.

Materials and methods. The present study was conducted with 104 undergraduate women students aged of 21-23 years, from March 2019 to May 2019 in Taras Shevchenko National University of Kyiv and in National Ivan Ohienko University in Kamianets-Podilskyi. K. Leongard-H.Schmieschek Questionnaire (SQ) was used (Mouzyka, 1999, p. 103-109) to reveal degrees and types of accentuated traits. K.Thomas-R.Kilmann Conflict Mode Instrument (TKCMI) (Filonenko, 2008, p. 210-213) was used to determine the conflict management styles. Moreover, the statistic methods were used: percentage, Student's t-test, Spearman rank correlation coefficients. The questionnaire of Leonhard-Schmieschek consists of 88 items every of which demands "yes" or "no" answer. It determines ten most frequent types of accentuated personality: hyperthymia, rigidity, emotiveness, pedantry, anxiety, cyclothymia, demonstrativeness, dysthymia, exaltation, excitation. Hyperthymia means an elated, active, energetic person. Rigidity means that a person is prone to a long mental concentration on events or situations. Emotiveness means that a person is emotionally unstable, labile, has fast and sharp mood changes. Pedantry means a person focused on small details, who masters new conditions or tolerates changes with difficulties, has low nervous mobility. Anxiety means that a person expects constantly something unpleasant, he/she is unsure of him/herself. Cyclothymia means a person characterised by alternations of hyperthymia and dysthymia signs. Demonstrativeness means a personal is aimed to be at a centre of attention. Dysthymia describes a person prone to pessimism, hypochondria, passivity. Exaltation means an easily admired, dreamy, emotionally agitated personal. Excitation means an impulsive, highly reactive, uncontrolled person. If a respondent's score exceeds 12 points we conclude that there is an accentuation.

Thomas-Kilmann Conflict Mode Instrument (TKCMI) identifies five conflict behavioural styles: competing, collaborating, compromising, avoiding and accommodating. The instrument is based on Kenneth Thomas theoretical refinements of R.Blake's and J.Mouton's model of

management styles proposed in the 1960s. Every style reflects specific combination of two behavioural characteristic: assertiveness and cooperation. Avoiding means low both assertiveness and cooperation. Accommodation takes place when assertiveness is low and cooperation is high. □ Competing reflects high assertiveness and low cooperation. When both, assertiveness and cooperation, are average the style is called compromising. High assertiveness and cooperation determine the collaborating style. There are no absolutely good or bad styles. Their effectiveness determined by the correspondence between a situation and a person's abilities. A person should analyze both own resources and a situation and then construct appropriate behaviour.

TKCMI consists of 30 pairs of statements. The respondent must choose only one of two statements in a pair. Every conflict behavioural style is determined by choosing of appropriate statements and its level is estimated by accumulated points (from 1 to 12).

Results. Taking into account the fact that a personality's accentuations are dependent on the age and socio-cultural factors (Leongard, 1989), it would be interesting to compare the data of different previous studies on women students' samples in Ukraine and in the Russian Federation. The opportunity for this comparison is provided by such earlier conducted works as N.A.Dudukalo's one (the Russian Federation), which highlights the gender differences in correlations between accentuations and conflict management styles at the pupils aged of 16-17 years (Dudukalo, 2014), also G.M. Doubchuk's study (Ukraine), which gives the data on the frequency and structure of women students' character accentuations (Doubchuk, 2016), and finally I.V.Badiyev's study (the Russian Federation) with data on the frequency and structure of accentuations of adolescents aged of 14-17 years (Badiyev, 2015).

We determined that the number of women students with accentuated traits was 73.1% of the total sample. In the corresponding studies conducted previously, the data on people with accentuations varied. The accentuation frequency of 62% was marked at women students of 16-38 year old (Doubchuk, 2016), that of 90% was determined for the sample of 14-17-year old pupils (Badiyev, 2015).

Then, we compared different accentuated traits at women students revealed in our research and G.M.Doubchuk's and N.A.Dudukalo's ones (table 1).

Table 1

The comparison of three measurements of SQ scales (accentuated traits) at women students

Personality's traits (Schmieschek Questionnaire's scales)	Our data (Ukraine, n=104)		G.M.Doubchuk's data (Ukraine, n=102)		N.A.Dudukalo's data (the Russian Federation, n=40)	
	m	σ	m	σ	m	σ
1.Hyperthymia	14,8	5,9	17,4	4,9	15,2	4,1
2.Rigidity	11,2	3,1	14,2	3,6	10,6	4,8
3.Emotiveness	18,0	4,4	16,0	5,3	15,9	4,0
4.Pedantry	11,8	3,6	15,3	4,3	11,9	4,0
5.Anxiety	12,0	6,1	12,9	6,4	9,7	5,0
6.Cyclothymia	16,2	4,8	17,1	5,8	11,9	5,7
7.Demonstrativeness	13,8	4,5	15,6	4,8	13,1	3,9
8.Dysthymia	9,6	4,6	11,8	3,5	6,1	4,3
9.Exaltation	14,5	5,6	16,5	5,5	14,0	4,7
10.Excitation	11,4	4,2	13,9	5,6	8,7	5,3

The average values for different accentuated traits are rather different at the three compared measurements. Three leading places for average values take such accentuated traits as emotiveness ($m=18,0$), cyclothymia ($m=16,2$), hyperthymia ($m=14,8$) in our research; hyperthymia ($m=17,4$), cyclothymia ($m=17,1$), exaltation ($m=16,5$) in G.M.Doubchuk's study; emotiveness ($m=15,9$), hyperthymia ($m=15,2$), exaltation ($m=14,0$) according to N.A.Dudukalo's data.

Hyperthymia is among three leading accentuated traits at women students in all compared measurements both in Ukraine and in the Russian Federation. The leading places of others accentuated traits are common only in two measurements: cyclothymia (in our research and G.M.Doubchuk's one), emotiveness (in our research and N.A.Dudukalo's one), exaltation (G.M.Doubchuk's and N.A.Dudukalo's).

The calculated Student's t-test shows that there are not significant differences between our data and G.M.Doubchuk's ($t=1,74$) and N.A.Dudukalo's ($t=1,29$) ones. Meantime, significant differences are between G.M.Doubchuk's and N.A.Dudukalo's data ($t=2,29$).

K. Leongard marked that about 50% of Berlin residents were accentuated personalities. Besides it, K. Leongard noted the variable frequencies of accentuations for people depending on their national peculiarities and "life

circumstances" (Leongard, 1989, p. 19). Our comparison reveals contradictory facts both confirming and denying the K. Leongard's idea. There are not significant differences between the data on accentuated traits at women students in Ukraine and in the Russian Federation in the one examined case; but there are such differences in the other one. Hence this issue need the further research. However, the conducted comparison confirms the idea about notable variability of the levels of accentuated traits and necessity of their diagnostics for every new sample with certain age, gender, political, socio-economic, socio-psychological, etc. peculiarities.

We calculated Spearman rank correlation coefficients to reveal correlations between SQ scales and TKCMI scales for the total sample of women students and the subsample consisted only of accentuated women students (tables 2 and 3). We supposed that correlations for the subsample would be stronger than those for the total sample.

Regarding the total sample, there are five significant correlations (table 2). Among them, three correlations are positive: rigidity and competing ($0,34$, $P < 0,010$), emotiveness and accommodating ($0,61$, $P < 0,010$), dysthymia and avoiding ($0,23$, $P < 0,050$). Two negative correlations are between hyperthymia and avoiding ($-0,22$, $P < 0,050$), demonstrativeness and avoiding ($-0,26$, $P < 0,010$).

Table 3 shows that there are seven significant cor-

Table 2

Correlations between scales of SQ (accentuated traits) and scales of TKCMI (conflict management styles) for the total sample of women students (n=104)

Scales of SQ (accentuated traits)	Scales of TKCMI				
	Competing	Collaborating	Compromising	Avoiding	Accommodating
1.Hyperthymia	0,12	0,19	-0,02	-0,22*	0,11
2.Rigidity	0,34**	-0,01	-0,13	0,1	0,1
3.Emotiveness	-0,01	0,07	-0,09	0,04	0,61**
4.Pedantry	0,14	0,17	-0,04	-0,07	-0,17
5.Anxiety	0,13	0,1	-0,01	-0,06	-0,15
6.Cyclothymia	-0,09	0,02	-0,08	-0,11	-0,09
7.Demonstrativeness	0,12	0,04	-0,17	-0,26**	0,03
8.Dysthymia	0,07	-0,01	-0,06	0,23*	0,06
9.Exaltation	0,1	0,07	0,01	-0,02	0,08
10.Excitation	0,08	0,07	-0,15	-0,01	-0,09

Significance value ** $P < 0.010$; * $P < 0.050$.

Table 3

Correlations between scales of SQ (accentuated traits) and scales of TKCMI (conflict management styles) at the subsample of women students with accentuated traits (n=76)

Scales of SQ (accentuated traits)	Scales TKCMI (conflict management styles)				
	Competing	Collaborating	Compromising	Avoiding	Accommodating
1.Hyperthymia	0,18	0,12	0,07	-0,3**	-0,09
2.Rigidity	0,44**	0,03	-0,18	0,08	0,21
3.Emotiveness	0,01	-0,05	0,08	0,15	0,48**
4.Pedantry	0,25*	0,21	-0,06	-0,06	-0,16
5.Anxiety	0,24*	0,15	-0,02	-0,07	-0,21
6.Cyclothymia	-0,04	-0,01	-0,13	-0,12	-0,26*
7.Demonstrativeness	0,22	0,03	-0,13	0,22	-0,06
8.Dysthymia	0,12	-0,06	-0,03	0,17	0,06
9.Exaltation	0,16	-0,05	0,03	-0,09	0,06
10.Excitation	0,13	0,11	-0,13	-0,05	-0,29**

Significance value ** $P < 0.010$; * $P < 0.050$.

relations in the subsample of women students with accentuated traits.

Positively correlated pairs in the subsample are rigidity and competing (0,44, $P < 0.010$), emotiveness and accommodating (0,48, $P < 0.010$), anxiety and competing (0,24, $P < 0.050$), pedantry and competing (0,25, $P < 0.050$). Negatively correlated pairs are hyperthymia and

avoiding (-0,3, $P < 0.010$), cyclothymia and accommodating (-0,26, $P < 0.050$), excitation and accommodating (-0,29, $P < 0.010$).

The table 4 presents the correlation coefficients for both the total sample and the subsample of women students.

The comparison made in table 4 shows that values and significance of correlations are higher for the sub-

Table 4

The comparison of correlation coefficients for the total sample and the subsample of women students

Correlated scales	Total sample (n=104)	Subsample (n=76)
1.Rigidity and competing	0,34**	0,44**
2.Emotiveness and accommodating	0,61**	0,48**
3.Anxiety and competing	-	0,24*
4.Pedantry and competing	-	0,25*
5.Dysthymia and avoiding	0,23*	-
6.Hyperthymia and avoiding	-0,22*	-0,3**
7.Cyclothymia and accommodating	-	-0,26*
8.Excitation and accommodating	-	-0,29**
9.Demonstrativeness and avoiding	-0,26**	-

Significance value ** $P < 0.010$; * $P < 0.050$.

sample than those for the total sample of women students. Hence the higher level of accentuated traits influences stronger on women students' conflict management styles.

The analysis of the correlation significance for the subsample (table 3) makes possible to evaluate the power of accentuated trait acting. Regarding this indicator, we must conclude that correlative power between accentuated traits and conflict management style at women students has three levels. The first one consists of correlations with the significance value of $P < 0.010$, the second includes correlations with the significance value of $P < 0.050$, the third covers non significant correlations. The first level consists of accentuations with the strongest influence on women students' conflict management styles. These are hyperthymia, rigidity and emotiveness which influence considerably on a person's behaviour style during conflict managing. The second level consists of pedantry, anxiety, cyclothymia,

excitation accentuations with the moderate influence on women students' conflict management styles.

And at last the third level includes the accentuations traits that do not influence women students' conflict behaviour style significantly. These are demonstrativeness, dysthymia, exaltation.

The sign of correlation coefficients help us understand the direction of accentuated trait influence. Hyperthymia blocks avoidance during a conflict. Rigidity, pedantry and anxiety promote competing. Emotiveness makes a person to accommodate. On the contrary, cyclothymia and excitation block accommodation.

Using both, power and direction indicators, we obtained four types of links between women students' accentuated traits and their conflict management styles (table 5). These are strong attractive (rigidity and competing, emotiveness and accommodating) and strong blocking

Table 5

The types of links between women students' accentuated traits and conflict management styles

Correlated scales	Indicators	
	power	direction
1.Rigidity and competing	strong	attractive
2.Emotiveness and accommodating	strong	attractive
3.Hyperthymia and avoiding	strong	blocking
4.Excitation and accommodating	strong	blocking
5.Demonstrativeness and avoiding	strong	blocking
6.Anxiety and competing	moderate	attractive
7.Pedantry and competing	moderate	attractive
8.Dysthymia and avoiding	moderate	attractive
9.Cyclothymia and accommodating	moderate	blocking

(excitation and accommodating, demonstrativeness and avoiding), moderate attractive (anxiety and competing, pedantry and competing, dysthymia and avoiding) and moderate blocking (hyperthymia and avoiding, cyclothymia and accommodating).

Moreover, it is important to understand how the accentuated traits of women students act during conflict behaviour construction. When a person is faced a conflict, he/she has an opportunity to choose rationally the most effective managing style taking into account the conflict peculiarities. Our study shows that not only reasonable arguments determine conflict management constructing at accentuated women students but also their accentuate traits influence this process. This influence makes women students choose or reject certain conflict behavioural styles which correlates significantly with their accentuated traits.

When an accentuated trait blocks one of the conflict management styles, a person uses four others. It's about hyperthymic, cyclothymic, excited women students. Meantime, when accentuated trait makes women student to choose certain style she rejects the four others. This is applied to rigid, emotive, anxious and pedantic accentuations.

The last case presents the most negative accentuated traits influence on women students' conflict behaviour. Hence these women students are the most limited in choosing a conflict management style appropriate to the situation but not to their accentuated traits.

Conclusions. Our comparison reveals contradictory facts both confirming and denying the K.Leongard's idea about the variable frequencies of accentuations for people depending on their national peculiarities and "life circumstances". There are not significant differences at accentuated traits of women students in Ukraine and the Russian Federation in one examined case. But there are such differences in the other one. Conducted comparison confirms the idea about notable variability in frequencies and force of accentuated traits and necessity of their diagnostics for every new sample with certain age, gender, political, socio-economic, socio-psychological, etc. peculiarities.

The number and significance of correlations are higher for the subsample than those for the total sample of women students. Hence, the higher level of accentuated traits influences stronger on women students' conflict management styles.

Accentuated personalities' traits, such as hyperthymia, rigidity, emotiveness, pedantry, anxiety, cyclothymia, and excitation influence to some degree on women students' conflict management styles besides of others factors.

Every accentuated trait influences on a women student's conflict management style in its own way. Such accentuated traits as hyperthymia, rigidity and emotiveness influence the most. Pedantry, anxiety, cyclothymia, excitation have moderate effect. Demonstrativeness, dysthymia, exaltation do not influence considerably.

Some of accentuated traits (rigidity, emotiveness, pedantry, anxiety) promote definite conflict management styles and others (hyperthymia, cyclothymia, excitation), on the contrary, make a barrier for certain styles. Meantime, demonstrative, dysthymic, exalted women students are almost free of an accentuation influence during conflict behaviour constructing.

The conducted analysis on the correlations revealed four types of links between women students' accentuated traits and their conflict management styles. These are strong attractive (rigidity and competing, emotiveness and accommodating) and strong blocking types of links (excitation and accommodating, demonstrativeness and avoiding), moderate attractive (anxiety and competing, pedantry and competing, dysthymia and avoiding) and moderate blocking types of links (hyperthymia and avoiding, cyclothymia and accommodating).

The further exploring of this issue could complement the psychological portrait of an accentuated personality regarding his/her characteristics at a conflict, which, as may be predicted, constitute a certain special type. This knowledge help psychiatrists and psychologists to individualize correction of accentuated traits and improve a personality's social adaptation.

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ОСОБИСТІСНІ АКЦЕНТУАЦІЇ ЯК ЧИННИК СТИЛІВ КОНФЛІКТНОЇ ПОВЕДІНКИ СТУДЕНТОК (УКРАЇНСЬКА ВИБІРКА)

АНОТАЦІЯ

У статті розглянуто та проаналізовано результати емпіричного дослідження частоти, структури та впливу особистісних акцентуацій на стиль конфліктної поведінки студенток. Дослідження було проведено серед 104 студенток віком 21-23 років у період з березня 2019 року по травень 2019 року у двох університетах України. В якості методичного інструментарію були використані опитувальник діагностики типу акцентуації особистості К.Леонгарда-Г.Шмішека та опитувальник діагностики стилів конфліктної поведінки К.Томаса-Р.Кілмена.

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Виявлено суперечливі факти, як на підтвердження, так і на спростування ідеї К.Леонгарда про мінливість частоти особистісних акцентуацій серед досліджуваних залежно від їх національних особливостей та "життєвих обставин". Проведене порівняння отриманих нами результатів з даними трьох раніше проведених різними дослідниками зрізів засвідчило, що немає суттєвих відмінностей у показниках рівнів особистісних акцентуацій у студенток в Україні та у Російській Федерації в одному випадку. Проте такі відмінності зафіксовано в іншому випадку. Проведене

порівняння підтверджує думку про помітну мінливість рівнів особистісних акцентуацій та необхідність їх діагностики для кожної окремої вибірки з певними віковими, статевими, політичними, соціально-економічними, соціально-психологічними та іншими особливостями.

Для виявлення зв'язків між шкалами особистісних акцентуацій (SQ) та шкалами стилів поведінки у конфлікті (ТКСМІ) розраховувались коефіцієнти рангової кореляції Спірмена як у загальній вибірці студенток, так і у підвибірці, що складалася лише з акцентуєваних особистостей. Було встановлено п'ять значущих кореляцій у загальній вибірці. Серед них - три кореляційні зв'язки були позитивними (ригідність і суперництво, емотивність і пристосування, дистимія і уникнення) та два - негативними (гіпертимія і уникнення, демонстративність і уникнення). У підвибірці студенток з акцентуєваними рисами особистості було виявлено сім значущих кореляцій. Кількість та значущість коефіцієнтів кореляції в підвибірці були вищими, ніж у загальній вибірці студенток. Отже, вищий рівень акцентуєваних рис студенток сильніше впливає на стиль їх конфліктної поведінки.

Аналіз рівня значущості коефіцієнтів кореляції у підвибірці студенток дозволяє оцінити силу дії акцентуєваних рис. Щодо цього показника слід зробити висновок, що сім з десяти акцентуєваних рис (гіпертимія, ригідність, емотивність, педантичність, тривожність, циклотимія, збудливість) менше чи більше впливають на стиль конфліктної поведінки студенток. Кожна акцентуєвана риса по-своєму впливає на стиль конфліктної поведінки студенток. Найбільшим впливом відзначаються такі риси акцентуацій, як гіпертимія, ригідність та емотивність. Педантичність, тривожність, циклотимія, збудливість спричиняють помірну дію. Демонстративність, дистимія, екзальтованість суттєво не впливають.

Риси акцентуацій (ригідність, емотивність, педантичність, тривожність), що пов'язані зі стилями конфліктної поведінки позитивними кореляціями, сприяють їх вибору при побудові студентками своєї поведінки. Риси акцентуацій (гіпертимія, циклотимія, збудливість), що пов'язані зі стилями конфліктної по-

ведінки негативними кореляціями, - навпаки - перешкоджають вибору відповідних типів. Натомість демонстративні, дистимічні, екзальтовані студентки будують конфліктну поведінку практично незалежно від впливу акцентуації.

Проведений аналіз кореляцій виявив чотири типи зв'язків між рисами акцентуацій студенток та їхнім стилем управління конфліктами. Це сильні стимулюючі (ригідність і суперництво, емотивність і пристосування) та сильні блокуючі типи зв'язків (збудливість і пристосування, демонстративність і уникнення), помірні стимулюючі (тривожність і суперництво, педантичність і суперництво, дистимія і уникнення) та помірні блокуючі типів зв'язків (гіпертимія і уникнення, циклотимія і пристосування).

Подальше вивчення цього питання могло б доповнити психологічний портрет акцентуєваної особистості даними щодо типової структури й проявів її конфліктності. Ці знання відкривають шлях для діяльності як психіатра, так і психолога, спрямованої на індивідуалізацію корекції акцентуєваних рис, що покликана поліпшити соціальну адаптацію особистості.

Ключові слова: студентка, особистісна акцентуація, акцентуєвана риса особистості, стиль поведінки у конфлікті, конфліктна поведінка, вплив акцентуєваних рис.

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ЛИЧНОСТНЫЕ АКЦЕНТУАЦИИ КАК ФАКТОР СТИЛЕЙ КОНФЛИКТНОГО ПОВЕДЕНИЯ СТУДЕНТОК (УКРАИНСКАЯ ВЫБОРКА)

АННОТАЦИЯ

В статье рассмотрены и проанализированы результаты эмпирического исследования частоты, структуры и влияния личностных акцентуаций на стиль конфликтного поведения студенток. Исследование было

проведено среди 104 студенток в возрасте 21-23 лет в период с марта 2019 по май 2019 года в двух университетах Украины. В качестве методического инструментария были использованы опросник диагностики типа акцентуации личности К.Леонгарда-Р.Шмишека и опросник диагностики стилей конфликтного поведения Томаса-Килменна.

Выявлено противоречивые факты, как подтверждающие, так и опровергающие идею К.Леонгарда об изменчивости частоты личностных акцентуаций среди исследуемых в зависимости от их национальных особенностей и "жизненных обстоятельств". Предпринятое сравнение результатов, полученных нами, с данными трех ранее проведенных различными исследователями срезов, показало отсутствие существенных различий в показателях уровня личностных акцентуаций у студенток в Украине и в Российской Федерации в одном случае. Однако такие различия зафиксированы в другой паре сравнений. Проведенное сравнение подтверждает заметную изменчивость уровня личностных акцентуаций, а также свидетельствует о необходимости их диагностики для каждой отдельной выборки с определенными возрастными, половыми, политическими, социально-экономическими, социально-психологическими и другими характеристиками.

Для выявления связей между шкалами личностных акцентуаций (SQ) и шкалами стилей поведения в конфликте (ТКСМІ) рассчитывались коэффициенты ранговой корреляции Спирмена как в общей выборке студенток, так и в подвыборке, состоящей только из акцентуированных личностей. Было установлено пять существенных корреляций в общей выборке. Среди них - три корреляционные связи были положительными (ригидность и соперничество, эмотивность и приспособление, дистимия и избегание) и две - отрицательными (гипертимия и избегание, демонстративность и избегание). В подвыборке студенток с акцентуированными чертами личности было обнаружено семь существенных корреляций. Количество и значимость коэффициентов корреляции в подвыборке были выше, чем в общей выборке студенток. Итак, более высокий уровень акцентуированных черт студенток сильнее влияет на стиль их конфликтного поведения.

Анализ уровня значимости коэффициентов

корреляции в подвыборке студенток позволяет оценить силу действия акцентуированных черт. По этому показателю следует сделать вывод, что семь из десяти акцентуированных черт (гипертимия, ригидность, эмотивность, педантичность, тревожность, циклотимия, возбудимость) более-менее влияют на стиль конфликтного поведения студенток. Каждая акцентуированная черта по-своему влияет на стиль конфликтного поведения студенток. Наибольшим влиянием отличаются такие черты акцентуаций, как гипертимия, ригидность и эмотивность. Педантичность, тревожность, циклотимия, возбудимость оказывают умеренное действие. Демонстративность, дистимия, экзальтированность существенно не влияют.

Черты акцентуаций (ригидность, эмотивность, педантичность, тревожность), которые связаны со стилями конфликтного поведения положительными корреляциями, способствуют их выбору при конструировании студентками своего поведения. Черты акцентуаций (гипертимия, циклотимия, возбудимость), которые связаны со стилями конфликтного поведения отрицательными корреляциями, - наоборот - препятствуют выбору определенных стилей. Демонстративные, дистимичные, экзальтированные студентки строят конфликтное поведение практически независимо от влияния акцентуаций.

Проведенный анализ корреляций обнаружил четыре типа связей между чертами акцентуаций студенток и их стилем конфликтного поведения. Это сильные стимулирующие (ригидность и соперничество, эмотивность и приспособление) и сильные блокирующие (возбудимость и приспособление, демонстративность и избегание) типы связей; умеренные стимулирующие (тревожность и соперничество, педантичность и соперничество, дистимия и избегание) и умеренные блокирующие (гипертимия и избегания, циклотимия и приспособления) типы связей.

Дальнейшее изучение этого вопроса могло бы дополнить психологический портрет акцентуированной личности данными относительно типичной структуры и проявлений ее конфликтности. Эти знания открывают путь для деятельности как психиатра, так и психолога, направленной на индивидуализацию коррекции акцен-

туированных черт, призванной улучшить социальную адаптацию личности.

Ключевые слова: студентка, личностная акцентуация, акцентуированная черта личности, стиль поведения в конфликте, конфликтное поведение, влияние акцентуированных черт.

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