

## Level of Subjective Control (LSC) in the Area of Interpersonal Relations as One of the Fundamental Needs of the Individual

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**Abstract:** Both theoretical and practical interest in this problem is emphasized due to formation of the individual life attitude. Different views of researchers on the problem of communication are presented. The paper describes two extreme types of localization: internality and externality and the degree of severity, regulating influence of these types on many aspects of human behavior. Attention is paid to the features of self-awareness development in youth, which are expressed in the communication needs or affiliation, i.e. manifestation of the tendency to establish and maintain good interpersonal relationships. The authors use the method "Questionnaire on the level of subjective control" by E.F. Bazhina, E.A. Golyunkina and A.M. Etkind, based on the hierarchical structure of behavior regulation system, including a composite index of individual LSC (level of subjective control, which is invariant to the particular indicators of activity), two measures of the average level of generality, differentiated by the emotional character of these situations and a number of situation-specific indicators. The results of the study of students' LSC in the area of interpersonal relationships are presented.

**Key words:** Kelf-awareness • Self-knowledge • Self-regulation • Internality • Externality • Interpersonal relations • Communication • Affiliation

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### INTRODUCTION

The formation of identity and its role in the structure of personality is widely studied by the experts in different fields of science. In domestic and foreign psychology, there are many scientific works, which consider in detail the origin and nature of self-consciousness, its structure and emotional and value characteristics. Close interest of scientists in this problem is due to its increasing importance in the context of solving problems that are associated with the development of the general theory of personality.

Most psychologists view consciousness as a unity of three components: the self-knowledge, emotional and value attitude to oneself and self-regulation [1, 2]. These components become one of the essential needs of the individual. The degree of these needs development influences the formation of the person, being one of the prerequisites for the formation of its moral stability. Structural components of self-consciousness exist in a deep inner unity.

In recent years, an interest in different aspects of communication psychology has grown. Communication in psychology is understood as the unity of its three aspects: the perception, interpersonal communication and information sharing [3]. In its content, affiliation refers to prosocial motives, that is, those that occur in an attempt to establish, maintain and strengthen the emotionally positive, friendly relations with other people. Affiliative personal tendencies are also manifested in an effort to be with other people, interact with others, help and support someone. However, the focus on communication as an independent motivational factor can equally serve for the purposes of both highly individual nature (consuming communication) and development and integration of the individual, thus, being a kind of independent of the main motivational groups. According to G. Murray, a person needs to make friends, experience attachment, enjoy other people, work with them and love. In his classification he distinguishes: respect, humiliation, protection, affiliation, search for assistance, recognition and close relationship [4]. In R. Kettel's classification

there are the following dispositions related to communication: marriage, communication with others, communication with parents (parental care) [5]. M. Dougall highlights: the protection and care of parents, socializing in the community of peers or alone, search for such a society [6]. According to Maslow's views, needs are given to a man in the form of innate potentialities and are updated by external conditions. He hierarchized all the selected needs according to their importance for the life of the individual [7]. According to A. Maslow the need for communication can be realized in some people as the motivation for cooperation and altruism and in others-in the form of suppressive and repressive attitude towards others. Motives are in a hierarchical relationship to each other. Some of them are major or main and others are subordinates or minor [8].

Yu.M. Orlov, exploring the need for affiliation, distinguishes the following elements: the satisfaction from communicating with the loved ones, which provides the anticipation of positive affective states; there is some capacity for empathy, giving the opportunity to participate in a positive emotional interpersonal interaction, the need for dominance, the prestige in the desire to be included in personal communication, commitment to a positive perception of the other person and others [9].

**The Main Part:** One of the most important social and psychological characteristics is the degree of independence, autonomy and human activity in achieving the goals and development of a sense of personal responsibility for what happens to them. This generalized characteristic has a regulating effect on many aspects of human behavior, playing an important role in the formation of interpersonal relationships and in the approach to resolve various crises. The urgency of this problem necessitates the development of experimental psychological technique that would allow a relatively quick and effective evaluation of the level of subjective control over a variety of life situations formed by the subject.

For the first time these methods were developed in the 60s in the USA. The most famous of these is the so-called locus of control scale by J. Rotter that has been widely used in American psychology up to now [10]. This scale is based on two fundamental principles: there are two extreme types of such location or locus of control: internality and externality. In the first case, the person believes that the events happening to them, above all, depend on his personal qualities, such as

competency, commitment, level of abilities and are the result of proper activities. Internals show greater responsibility and social activity. They are consistent and productive in the situations of risk, more willing to postpone momentary, easily accessible pleasure for the sake of a distant, but more valuable goods. In the second case, a person is convinced that his success or failure is the result of external forces such as luck, chance, peer pressure, other people, etc. Locus of control, which is characteristic for the individual, is universal with respect to all types of events and situations that he is to face.

The situation-specific indicator of LSC is the scale of internality in the area of interpersonal relations, which characterizes the activity, not only aiming to achieve a certain end result, but to assist in maintaining interpersonal relationships to the extent that it suits the person. One of the objectives of our study was to identify features of LSC in the area of interpersonal relations among the students of private universities and compare them with the rates of students in public universities. We used the method of "Questionnaire level of subjective control" by E.F. Bazhina, E.A. Golyunkina and A.M. Etkind. The authors have developed a technique based on the hierarchical structure of the system of behavior regulation so that the questionnaire includes a composite index of individual LSC (level of subjective control, which is invariant to the particular indicators of activity), two measures of the average level of generality, differentiated depending on the emotional character of these situations and a number of situation-specific indicators.

44 statements presented visually are offered to the subjects, who must agree with each of the statements or reject it by answering "yes" or "no."

**Processing of Results:** The number of responses that match the key are counted.

"Yes" - 2, 4, 11, 12, 13, 15, 16, 17, 19, 20, 22, 25, 27, 29, 31, 32, 34, 36, 37, 39, 42, 44.

"No" - 1, 3, 5, 6, 7, 8, 9, 10, 14, 18, 21, 23, 24, 26, 28, 30, 33, 35, 38, 40, 41, 43.

Then we determine internality. It can be placed on a continuum from 0 to 44. The higher is the resulting number, the higher level of subjective control of the individual is. The result obtained by the subjects from 22 or more is indicative of the internality type of self-control. Internality may be of varying degrees of severity: low

(22-27), medium (28-33) and maximum (34-44). The index, which is located in the range from 0 to 22, defines different levels of externalities such as self-control.

Comparative data for LSC on the scale of interpersonal relations have shown that a large percentage of private university students (50.9%) have average indicators. The number of students who identify high levels of performance, is (30.3%) of the total number of subjects. The data indicate that in most subjects at private universities the need for communication or for affiliation, manifested in an effort to establish and maintain good interpersonal relationships, is insufficiently expressed. Among the students of private universities there are some with low levels of interpersonal relationships (18.8%).

The analysis of LSC in interpersonal relationships showed high results (46.8%) among students of public schools. However, a large percentage of students is also characterized by a minimum (24.2%) and medium (29%) levels. Poor performance on a scale of interpersonal relationships characterizes the person, dependent on others and not capable to change the nature of communication. Internals are more popular, more sympathetic, more confident and are more tolerant in communication. Externals are more often characterized by suspicion, anxiety, depression, aggression, conformity, lack of principle, the cynicism and the tendency to cheat. All this, of course, is naturally associated with the beliefs, dependence on external circumstances and incapability to manage proper affairs. Leadership style of externals is prescriptive and more based on negative sanctions. The differences between the groups of subjects discussed on this scale are not statistically significant ( $p = 0.4$ ).

The study has revealed significant positive correlation between the students' self-esteem and communication ( $P = 0.462$ ). This correlation can be explained by the fact that the degree of self-esteem adequacy influences the formation of the need for communication; in particular, along with the increase of self-esteem moderation and appropriateness of communication grow. Our research proves the available data on interrelation of communication and self-esteem of adolescents as a regulator of moral behavior in communication. This may be explained by the fact that self-esteem, being the main lever of internal self-regulation, occurs under the influence of communication, various forms of interaction with people and, in turn, begins to regulate the behavior of a teenager in his communication with peers and adults.

Besides, our study revealed a significant relation between the emotional and value relationships and communication. The focus on communication as an independent motivational factor can equally serve both highly individual purposes (consuming communication) and development and integration of the individual, thus, being, kind of independent of the main motivational groups. Communication motives primarily have a use-function and for the second time-the performance function. Thus, senses of oneself and others are very diverse, they are not passive and take on a new significance and meaning in communication. This relation, in our opinion, is also a necessary condition for personal growth of the student, as in accordance with the specific terms of communication the ability to master emotions develops.

It should be noted that the strength of the relationship between self-esteem and communication is stronger than the one between emotional and value relationship and communication. These data may indicate, that self-esteem regulates communication to a larger extent than emotional and value attitude. Communication between students is also strongly associated with creative activity. This relation allows recognizing that students are characterized by creative development and the inclusion of their work in society and also proves the productive activity of students in learning activities. However, the identified relations of the private high school students have discrete, uncoordinated nature. For the students of state universities these relations have greater consistency and monodirectional alterations of various structural components of the self-awareness and motivational sphere.

## CONCLUSIONS

In the students of both groups the need for communication or affiliation is manifested in the tendency to establish and maintain good interpersonal relationships. This desire to interact with others, to carry out an emotional connection and the desire to participate in the joint action is one of their basic needs. Consistency and unilaterality of structural components of consciousness proves greater harmonious development of students in public universities.

LSC study in this area allows supplementing the existing studies and adequately simulating the process of forming and changing the requirements of the individual sphere.

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