Psycho-pedagogical Research of Emotional and Estimative Mental States of Students who are Prone to Addictions

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ABSTRACT

The relevance of the investigated problem is conditioned by the fact that one of the negative factors, which prevent favorable socialization and successful personal-professional development of students, is the tendency of youth to be prone to addiction the formation of which is affected by various mental states. The paper is aimed to explore the characteristics of emotional and estimative mental states of the students who are prone to alcohol and drug dependencies. The leading methods to the study of this problem are psychological testing and analysis of statistically processed data obtained. In the course of empirical research it is found that students with a high propensity to both alcohol and drug addiction possess the emotional perception of self-image is significantly more negative than the students with low propensity. Their dominant mental negative emotional and estimative state that contributes to the high level of addiction to psycho-active substances is a condition which is caused by the insufficient adequacy of self-esteem and the failure of themselves. These article data can be used to improve the psycho-pedagogical activity on reducing the level of addiction to substance abuse among students, to develop effective prevention programs.

Introduction

The urgency of the problem

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The urgency in studying of the characteristics of emotional and estimative mental states of students who are prone to addiction is caused by the fact that one of the negative factors, which prevents favorable socialization and successful personal-professional development of students in institutions of professional education of various levels, is the tendency of young people to be depended on substance abuse. The current situation of the company's development requires evidence-based approach to the construction of psychological and pedagogical support aimed at the formation of management skills, mental states in order to reduce the propensity to dependence on psycho-active substances and improve the efficiency of the socialization of addicted individuals in the process of professional development.

Explore Importance of the Problem

In psychology, unlike terms such as "mental process", which characterizes the dynamic manifestations of the psyche, or "mental property", which on the contrary, points to the stability of its manifestations, the mental state is used for conditional allocation in the psyche of the individual with respect to the static moment (L'dokova, 2006). In other words, the psychological state is defined as a sustained at a definite period of times certain characteristic of human mental activity.

It should also be emphasized that, as a rule, mental states are reactive states, i.e. certain system of responses to specific behavioral or any other situation. And thus all mental states differ sharply by individual traits - are current modifying of mentality of the person (Prokhorov, 2004).

 Emotional and estimative mental states are the result of long experience of certain emotions or emotional complexes.

They are seen as integral, dynamic, relatively stable personality formations, largely determining the uniqueness of human mental life at a certain stage of his life (Prokhorov, 1998). Emotion serves as a generalized estimation of the situation in which the subject exists. Emotions help people to navigate in the surrounding reality, to estimate things and events in terms of their desirability or undesirability, usefulness or harmfulness (Prokhorov, 1991). Emotional and estimative mental states form the moods which for a long time affect the mental processes, defining orientation of identity and its attitude to the ongoing phenomena events, people. Some feelings, emotional states become the leading ones, dominant in the structure of personality and therefore may seriously influence the formation of behavior and character (Ilyin, 2001).

One of the modern trends in pedagogy and psychology, used for a forming and correction of emotional and mental states, is art therapy. The main features of the art technology is a deep individualization, creative nature of the activity and the desire to penetrate into the nature of personal expression that enhances the quality of education on the basis of improving the emotional and sustainable potential of the individual through the system of imaginative mechanisms. During the implementation of these technologies motivational and estimative attitude of the student to the content of education is formed; emotional perception contributes to the preservation of sustainable attention and interest; a sense of looseness, freedom, openness to the other party appears; ability to translate knowledge into personal meaning occur, positive creative feeling is developed, mental state is normalized (Mukhametzyanova, 2015).

Addictive personality differs by predominance of negative emotional estimative mental states that are superseded or replaced by the modified states in the acts of the addictive behavior for short-term improvement of the general state of the individual. Addictive personality is characterized by the following features of mental states: high level of stress and low resistance to it, an increased level of aggression and frustration (Lyudvig, 2012).

Students as in the process of learning activities, so in everyday life, are exposed to a variety of stress factors that negatively affect their emotional and estimative mental state and may lead to the actualization of addictiveness as the personality traits that can be manifested in a drug or alcohol addiction.

The hypothesis of the study

Students with a high propensity for addictions, particularly to alcohol and drug abuse, have negative emotional and estimative mental states which are more pronounced than students with low propensity.

Materials and methods

Research objectives

In course of the study the following tasks were solved: 1) a theoretical analysis of the scientific literature on the subject of research; 2) selection of psycho-diagnostic tools, research methods; 3) testing of the respondents; 4) data obtained processing using methods of mathematical statistics; 5) analysis of the data obtained, its theoretical conceptualization and formulation of conclusions.

Theoretical and empirical methods

An empirical study to identify the characteristics of emotional and estimative mental states of addictive personalities was conducted using the following methods:

1. Questionnaire "Method of determining the dominant state" (Mental States, 2000).

2. Questionnaire "The tendency to addictions". Only two scales were used from this technique, revealing a penchant for alcohol dependence and drug dependence, for the allocation of the studied groups of students (Cheverikina, 2012).

Database of the study

In the study 254 students took part in the age of 18-22 years. 153 of them are students of higher educational institutions (PEI HVE ASE, K (P) FU) and 101 students of secondary educational institutions (SAEI SVE "Kazan Medical College").

Results

Features of emotionally-estimative mental states of students prone to alcohol addiction

We analyzed the data obtained by Student's T-criterion to identify differences in the reliability of the average indicators on the scales used in the study of methods in students' groups with low and high propensity to alcoholism

and drug addiction. The results of Student's T-criterion by the method of determining the dominant state of students with high and low propensity for alcohol dependence are presented in Table 1.

Table 1. The results of Student's T-criterion by the method of determining the dominant state of students with high and low propensity for alcohol dependence

	The low level of propensity to alcoholism	The high level of propensity to alcoholism	t-criterion for equality of averages	
			T	Val. (2-sided)
Active-passive	33	27,91667	-1,624	0,114
Cheerfulness-depression	23,66667	27,33333	1,905	0,065
Tonus (high-low)	25,25	23,91667	-0,423	0,675
Looseness-tension	23,45833	27,25	1,383	0,176
Calm-anxiety	22	27,75	1,780	0,084
The stability-instability of emotions	24,875	24,83333	-0,013	0,990
Satisfaction-dissatisfaction with life	30,08333	31,91667	0,610	0,546
Positive-negative self-image	23,33333	17,58333	-2,851	0,007*

* -differences of average are valid at level $p \leq 0,01$

Students with a high propensity for alcohol dependence the scores on active-passive, tonus and positive-negative self-image are lower than that of students with average or low level. Consequently, a passive attitude to life situations dominates in them, in the assessment of many situations in life a pessimistic attitude dominates and there is no believing in the possibility of success in overcoming obstacles. They have a low degree of self-acceptance, a negative attitude towards themselves. They are characterized by weakness, complacency, lethargy, inertia, low efficiency. Students who have demonstrated high propensity to alcoholism, have fewer opportunities to be active, expend energy, they have a reduced life force and significantly increased fatigue. They tend to manifest asthenic reaction to the difficulties.

Students with a high propensity for alcohol dependence have differences' indicators on the scale of cheerfulness- depression, looseness - tension and calm-anxiety which are higher than students with average or low level. They have a high emotional tension and they do not have a pronounced desire to make any changes in themselves, their behavior or situation. They tend to feel anxiety in a wide range of life situations, to see the threat to prestige, well-being, no matter how the reasons are real. They are characterized by anticipation of events with an unfavorable outcome, a premonition of the future threat (of punishment, loss of respect or self-esteem) without a clear understanding of its sources. But at the same time they possess higher feeling of inner freedom, stamina and energy. This may be due to the fact that in stress situations person experiences a sensation of lifting forces. A similar pattern can be observed in a protracted stress.

Students with a low and a high propensity to alcohol dependence showed a valid difference in average indicators on a scale of positive-negative image of

themselves. That is, students with a high propensity have the self-image which is much more negative than students with low propensity.

Features of emotionally-estimative mental states of students who are prone to addiction

The results of Student's T-criterion by the method of determining the dominant state of students with high and low propensity to addiction are presented in Table 2.

Table 2. The results of Student's T-criterion by the method of determining the dominant state of students with low and high propensity to addiction

	low level of propensity to addiction	a high level of propensity to addiction	t-criterion for equality of averages	
			T	Val. (2-sided)
Active-passive	32	33,28	0,485	0,631
Cheerfulness-depression	25	23,78	-0,632	0,531
Tonus (high-low)	27,14	24,72	-0,838	0,407
Looseness-tension	24,57	24,56	-0,005	0,996
Calm-anxiety	24,67	25,06	0,124	0,902
The stability-instability of emotions	26,47	24	-0,766	0,448
Satisfaction-dissatisfaction with life	31,38	29,56	-0,576	0,568
Positive-negative self-image	22,57	17,61	-2,928	0,006*

* -differences of average are valid at level $p \leq 0,01$

Indicators on scale cheerfulness-depression, stability-instability of emotions, satisfaction-dissatisfaction with life and positive-negative self-image among the students with a high propensity to addiction are lower than that among the students with identified low and medium inclination. They possess reduced, sad mood, depression, dominated by negative emotional background. Adolescents with a high propensity to addiction are characterized by: disillusionment with the course of events, the narrowing of interest, their picture of the future is dominated by dark tones, the future is uncertain meaning. These students possess reduced emotional stability, their emotional arousal easily occur, mood is volatile, increased irritability is increased. They are characterized by dissatisfaction with life as a whole, its progress, the process of self-realization and how major life events currently are unfolding. There is low assessment of personal success. Often the leaving in doubt is observed, which allows them to avoid having to make choices in life. As the students with a high propensity to alcoholism, they are characterized by low degree of self-acceptance, a negative attitude towards themselves. But by the scale of the activity-inactivity on the contrary, figures are higher than those of students from low- and middle-propensity to addiction. That is, they are characterized by a pronounced active and optimistic attitude towards life situations and there is a willingness to overcome the obstacles, faith in their abilities. There is a feeling of

strength to overcome obstacles and achieve their goals. Cheerfulness is higher than that of most people.

Discussions and Conclusion

As a result of an empirical study it can be concluded that students' high propensity for alcohol dependence is expressed in the following dominant emotional estimative mental states: passivity, low tonus, emotional tension or reducing of emotional stability, anxiety, depression, low satisfaction with life and achievements , staying in doubt and negative self-image.

Among the students with a low and a high propensity to addiction also there was a valid difference in average indicators by the scale of positive-negative image of themselves.

It was found that among the students with high and low propensity to addictions in general, negative emotional and estimative mental states are more pronounced. It is concluded that among the students with a high propensity to both alcohol and drug addiction the emotional perception of self-image is significantly more negative than among the students with low propensity. Their dominant mental negative emotional and estimative state that contributes to the high level of addiction to psycho-active substances is a condition caused by the insufficient adequacy of self-esteem and failure of themselves. Based on psychological studies of emotional mental states by teachers (Kamaleeva, Gruzkova & Russkova, 2015) was conducted the development of additional methods to estimate knowledge and integrative qualities of students, the method of prolonged estimation and the method of determining the numerical characteristics, showing the quantitative level of students competences' formation which included and competences in the field of management of their emotions. This allows obtaining of a more objective assessment of the quality of teaching of various disciplines from the point of view of the development of competences, supports cognitive activity of students and makes more systematic the check of their knowledge, provides them with the responsibility for the result of their own activities, as well as allow reducing the formality of control, which is consistent with the requirements of new educational standards.

Disclosure statement

No potential conflict of interest was reported by the authors.

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