

Provision of psychological safety of younger pupils of cadet classes

Irina A. Baeva

Department of developmental
psychology and education,
Russian State Pedagogical
University named after A.I. Herzen
Saint Petersburg, Russia
irinabaeva@mail.ru

Lyudmila I. Shakhova,

Department of Psychology,
Northern (Arctic) Federal
University named after
M.V. Lomonosov,
Arkhangelsk, Russia
79600001472@yandex.ru

Abstract. The author's approach to ensuring psychological safety in the educational process is presented. Cadet classes place increased demands on the capabilities and resources of the child, therefore the task of accompanying these educational programs from the point of view of ensuring the psychological safety of children is relevant. The study aims to test the assumption that the program maintains the state of psychological safety, implements a risk-resource approach and aims to update and form components of psychological safety (satisfaction, safety, reference, subjective well-being of the child in the Cadet educational environment, activity) will be effective when accompanied cadet educational programs. Testing of the developed program was carried out with students of cadet classes (53 people in the experimental and 26 in the control group). Based on the theoretical analysis, the components and criteria for the psychological safety of the younger student have been determined. The survey methods (questioning), testing, projective method examined children, parents and teachers in cadet classes to identify the initial and final level of psychological safety of younger students. For statistical processing, cluster and discriminant analysis, Chi-square for contingency tables, criterion of G. signs are used. The article describes the features of the program aimed at forming and maintaining the psychological safety of younger schoolchildren, students of cadet classes. Its effectiveness was determined by all selected criteria with a significance level of no more than $p < 0.005$. The ideas of the formative program can be used in the practice of psychological work in schools, as well as for further research on the psychological safety of children in the educational environments of schools of various types and types.

Keywords: *psychological safety in education, structure of psychological safety, primary school age, cadet classes, forming program.*

I. INTRODUCTION

Psychological safety of younger schoolchildren is not only a topical issue of psychological and pedagogical research, but more and more interested practitioners (teachers, teachers, psychologists). The state of psychological safety allows the child to develop and learn in the best way, to be successful, to enjoy schooling, to meet important needs (safety is a basic human need). Studies have shown that improving the state of psychological safety in the educational environment contributes to the harmonization of the psychological health of its subjects [1; 2]. Caring for the

psychological health of schoolchildren becomes compulsory for each educational institution and teacher, and psychological safety becomes the criterion for assessing the quality of education.

Psychological safety in education is more often studied in Russia within the framework of the direction established by I.A. Bayeva and developed by a team of researchers under her leadership (E.B. Laktionova, L.A. Gayazova, I.V. Kondakova, and others) [3]. Modern scientific studies consider the structure of psychological safety and anxiety as a leading element of it (L. Kostina, 2016) [4], the possibility of assessing the psychological safety of the educational environment in which younger schoolchildren are studied (MS Mirimanova, T.A. Leonova, 2014) [5], including by younger schoolchildren themselves (SV Drokova, EA Kurgak, 2007) [6]; points out the need to train primary school teachers to implement the ideas of personal safety in the educational process (MV Gordienko, 2008, MV Myakisheva, 2014) [7; 8].

Especially important is the task of ensuring psychological safety when accompanied by educational programs that place high demands on the child's abilities and resources (gymnasium, cadet, sports classes). The problem of our study is determined by the contradiction between the wide distribution of educational programs for cadet schools and the lack of coverage in the scientific literature of the psychological characteristics of students of cadet classes and the special educational environment of their education, in terms of psychological safety, identifying the main threats to the psychological safety of the personality of cadet students. In this regard, we have developed a comprehensive program to ensure the psychological safety of students of cadet classes and tested its effectiveness.

On the basis of one of the schools in the city of Arkhangelsk, an interdepartmental, interdisciplinary, experimental, target program "Solovetsky Jungi" is being implemented. It is based on an integrated approach aimed at solving problems of personality formation in accordance with the interests and needs of the family, the society of the state, regional needs in the upbringing of children on the example of traditions established by older generations. It is assumed that the implementation of this program will create conditions for the formation of a personality with a

pronounced civic stance, raising the level of children's moral development, and will also contribute to the effective professional self-determination of children in regionally significant occupations of the marine and oil and gas industry. The program is implemented from grade 1 in several stages. Classes at this school have cadet status.

II. RESEARCH METHODOLOGY

The study involved 79 younger students, cadet students (34 girls and 45 boys), their parents (47 people) and 3 teachers. The sample consisted of a control (26 students) and an experimental group (53 students). Age of children 9-10 years. The total sample of 129 subjects.

On the basis of the theoretical analysis, the following criteria for the psychological safety of the junior schoolchild of a student in cadet classes were determined and methods for diagnosing these components were selected. Safety - the child's understanding of the presence of support by the subjects of the educational process and the presence of danger at school (the author's questionnaire was used), as well as his experience of the state of "safety", "safety" (determined using the appropriate scales added in the "state self-assessment" technique). Satisfaction - the presence of high self-esteem and the idea of appreciation of its significant adults (using a modified method "ladder") and a satisfactory position in the classroom team (color associative test). Reference is a child's experience of a positive attitude towards the educational (cadet) environment (author's questionnaire) and the identification of the younger student with the cadets (the child's answers to the question "Who am I?" Were used and the analysis of the picture "I'm at school"). Subjective well-being in the cadet educational environment - the predominance of positive mental states of a child in school (pleasure, happiness, joy) (using a modified method of "self-assessment of states") and a normal level of anxiety (using the scale of obvious anxiety for children (The Children's Form of Manifest Anxiety Scale - CMAS) modified by AM Prikhodzhan). Activity is a manifestation of activity in activities, success in school and extra-curricular work, and the absence of frequent violations of the norms of behavior (based on external assessments of the teacher and parents obtained using the author's questionnaire).

The diagnostic results of the methodologies and the answers to the questionnaire questions were converted into points, entered into the database, and processed by SPSS Statistics 23 computer program.

III. THE RESEARCH RESULTS AND THEIR DISCUSSION

Psychological safety of a junior schoolchild, a student of cadet classes, is a mental state consisting in the child experiencing subjective well-being, feelings of safety and satisfaction with himself and the educational environment, reference, and identification with the group and profession to which the Cadet program is oriented. Using two-stage cluster analysis of data (Akaike information criterion), three clusters were identified, that is, 3 groups of subjects were identified. The control and experimental groups do not significantly differ in the distribution of the trait (cluster number, which is subsequently correlated with the level of psychological safety), which indicates a uniform distribution of the trait ($p = 0.836$). Statistically significant relationships between the cluster number and psychological safety indicators,

determined using the diagnostic package of methods (Chi-square for contingency tables), were revealed; a correction for multiple testing was applied (Bonferroni correction). This procedure allowed us to identify indicators and methodologies that contribute to the distribution of children into groups and to meaningfully analyze clusters according to the parameters presented, the structure of the psychological safety of the younger schoolchild who studies in cadet classes [9].

IV. THE STRUCTURE OF PSYCHOLOGICAL SAFETY ACCORDING TO THE RESULTS OF EMPIRICAL RESEARCH

For the subjective assessment of psychological safety, it is significant how, according to the student, the teacher refers to him, not only as a child ($p = 0.000$), but also as a student of a given school, a representative of a group, a subject of activity, in our case, a cadet ($p = 0.000$), which corresponds to the age characteristics of the younger student, associated with the authority of the teacher and his grades. For the state of psychological safety, it is important for the student to be aware of the support provided to him by the teacher ($p = 0.001$) and classmates ($p = 0.002$). Statistical procedures confirmed the results of a theoretical analysis that determine the experience of safety ($p = 0.001$) and safety ($p = 0.000$) as components of the psychological safety structure. Children with a low level of psychological safety often experience negative states in school (boredom, fear, etc.), defined as a characteristic of the integral state ($p = 0.000$), students cannot recover quickly from stress, feeling tired ($p = 0.000$) and helplessness ($p = 0.002$). Fights ($p = 0.000$), physical violence, directly violate not only psychological but also physical safety. Violence can be verbal, for example, if a child is teased ($p = 0.034$). Not being able to cope with their negative emotions, to effectively resolve conflict situations a schoolchild becomes a participant in a fight or verbal skirmish, which may violate his attitude towards classmates and other cadets in this school. This may impede the formation of the reference group in the school, the presence of which is significant for the formation of a state of psychological safety. For the psychological safety of the younger student, it is important to understand how often dangerous situations may arise in school ($p = 0.000$). The empirical results confirmed the theoretical assumptions about the relationship of anxiety of the child and the level of his psychological safety ($p = 0.000$).

The student's attitude to school ($p = 0.001$) and to the cadet program ($p = 0.000$) is also an indicator of psychological safety, a specific indicator of psychological safety for cadet classes is identification with the school, with cadets and a positive attitude towards cadet attributes (form) ($p = 0.000$). The teacher's assessment of a cadet's personality ($p = 0.001$) and his success ($p = 0.003$) can serve as an objective (external) assessment of the student's level of activity on the one hand, and on the other, to act as an external indicator of psychological safety. Also, the student's violation of the norms of behavior at school is associated with psychological safety ($p = 0.012$).

Thus, the structure of the psychological safety of a junior schoolchild, a student of cadet classes includes: the child's

perception of the teacher's attitude toward him; experiencing a state of safety and safety, helplessness and fatigue; the child's attitude to school, the cadet program and other cadets, the integral state of the student in the school; identification with cadets and the school, anxiety, awareness of the support of the teacher and classmates, his idea of the existence of fights, dangerous situations and manifestations of verbal aggression in the school, as well as an external assessment by the teacher of the child's personality and its success and frequency of violation of the school's behavior. A meaningful analysis of the clusters made it possible to correlate them with the level of psychological safety of children.

A quarter of children (24%) have a high level of psychological safety, which is optimal and contributes to effective development in this educational environment. Most (48%) have an average level of psychological safety, but with adverse factors or resource depletion they may experience difficulties in optimal interaction with the environment. At the same time, almost a quarter of children (28%) were diagnosed with a low level of psychological safety, and as a result, they could not adequately cope with the demands made by the environment, and need psychological and pedagogical assistance.

V. DESCRIPTION OF THE PSYCHOLOGICAL SAFETY PROGRAM FOR JUNIOR HIGH SCHOOL STUDENTS IN CADET CLASSES

The goal of the program is to consolidate the activities of all participants in the educational process (teachers, parents, and children) to create conditions conducive to enhancing their own personal development resources and the external capabilities of the educational environment to create and maintain the state of psychological safety of the younger student. Based on the theoretical analysis, we implement a risk-resource approach and the idea of the level organization of psychological safety [10; 11]. The program also implements the idea of the level organization of psychological safety. The teacher and parents not only carry out targeted actions to ensure the psychological safety of children, but also are subjects of their psychological safety and take care of it. At the same time, if adults have a state of psychological safety, then they create a safe environment for children who learn how to maintain this resource condition. Adults who are in a state of psychological safety can respond more effectively to the needs of children, including in confidence, in support.

The goal of the psychological safety program is related to the formation and maintenance of the state of psychological safety of junior schoolchildren, students of cadet classes. It can be achieved through the solution of the following tasks: the identification of children "at risk of psychological safety violations"; help them overcome these risks; updating the internal and external resources of younger students; adjustment of the educational environment of younger schoolchildren, aimed at existing risks, the creation of conditions conducive to the emergence and maintenance of psychological safety among students.

In essence, the program consists of three blocks: search and diagnostic, formative, and final diagnostic.

The purpose of the search and diagnostic unit is to identify specific risks that are most relevant to the cadet classes of elementary school and to find the appropriate resources to help cope with the risks. Determination of the initial level of psychological safety of cadets, the allocation of children with a low level of psychological safety, work with which will be one of the directions of the program of psychological support for the cadet.

The forming unit involves the introduction of transformations into the educational environment and the creation of conditions conducive to the state of psychological safety of younger schoolchildren, students of cadet classes.

The program of psychological safety is directed, on the one hand, to the formation / actualization of components, and, on the other hand, to the formation of resources that can withstand the existing risk factors for the violation of psychological safety. In our opinion, the key resources for the psychological safety of younger students are: psychological education of parents, increasing their psychological and pedagogical competence of teachers in the field of psychological safety of children, psychological support for teachers, parents, students, helping all subjects of the educational process in resolving problem situations.

The program to ensure the psychological safety of younger schoolchildren, students of cadet classes is aimed at all participants in the educational process.

Working with teachers involves developing the competence of teachers in the field of psychological safety of younger students, as well as updating readiness and ability to be a resource that ensures this state of cadets (positive assessment of the child's teacher, creating conditions for the student to feel teacher support, etc.). The main risks for the psychological safety of students on the part of the teacher are the emotional burnout of the teacher and the negative attitude towards the student.

The unit of the program for the provision of the psychological safety of a primary school student, connected with the teacher, has three areas of work: raising the competence of the teacher in matters of the psychological safety of junior schoolchildren studying in cadet classes; development of teachers' ability to psychic self-regulation; clarification and resolution of practical situations in the professional activities of the teacher, causing negative emotions. Forms of work with teachers include discussions: "Psychological safety of a child at school", "Peculiarities of psychological safety of younger schoolchildren, students of cadet classes", "Teacher is a resource of psychological safety of a student". The increasing importance of the problem of the psychological safety of cadet students and the activity of the teacher in its provision was carried out by including this problem in the teacher's research activities. To develop the ability to psychologically self-regulate, training was used in techniques for changing skeletal muscle tone and breathing (a method of progressive relaxation to relieve neuropsychic tension), representing sensory images and regulating through this state, as well as autogenic training techniques. In total, there were 15 meetings with teachers on psychological safety of teachers and students.

Working with parents is aimed at forming an understanding of psychological safety and ways to maintain it, increasing psychological competence and responsibility in raising children, supporting them, developing the ability for emotional self-regulation, the ability to analyze and solve situations, taking into account ensuring the psychological safety of the child. Forms of work: informing at parental meetings, individual psychological counseling, weekly group meetings of parents with a psychologist. At these meetings, such topics as “What is the child’s psychological safety, how parents can contribute to maintaining this state”, “Family is a resource”, “How and why punish children? And should they be punished? ”, “Teacher is an enemy or friend ”, “Resource parent is a happy child ”, etc. Psychological techniques were used at meetings with parents: psychodrama, case analysis, emotional state regulation using kinetic sand and breathing exercises other.

Work with children is designed for 15 lessons of 45 minutes. The program is aimed at developing the ability for self-regulation (awareness of one’s emotions, relaxation and activating techniques, development of noise immunity and ability to resolve conflict situations), formation of a positive image of the Self, including as a representative of the Cadet class, awareness of one’s strengths, development of group identity and cohesion of the class (game exercises, discussions on the themes of “What are we like cadets?”. development of a positive attitude towards the school, the cadet program and its attributes (discussions on the themes “Why do I love Coke? ”, “ Our school is the best collage ”, etc.). Throughout the classes, special attention was paid to students with a low level of psychological safety based on the results of primary diagnostics: providing support, including in joint activities in a group. Constant positive contact with the psychologist allowed the children themselves to seek support or advice from him. The request for individual psychological work with the child can come from the parents after informing them about the psychological safety of the student and individual diagnostic primary diagnostic results, or if your child needed help or support in a crisis situation for the family. Forms of work: mainly group with the whole class or in microgroups (trainings, discussions, games, collective drawing collages, etc.), and individually, being in a group (visualization, breathing exercises, etc.), individually alone with psychologist on request. The program includes weekly classes for five months (from January to May).

The final diagnostic unit involves conducting a final ascertaining diagnosis aimed at identifying the effectiveness of the program to ensure the psychological safety of the younger student, a student of the cadet classes.

To determine the effectiveness of the program to ensure the psychological safety of younger schoolchildren, students of cadet classes, the level of psychological safety was compared before and after the formative influence in the experimental group, and also to evaluate the changes that occurred during this time in the control group. SPSS Statistics 23 discriminant analysis procedure was used to determine the effectiveness of the implemented program to

support the psychological safety of younger schoolchildren. Per group (96.9% predicted correctly).

Table 1 - The level of psychological safety of younger students, students of cadet classes before and after the formative experiment

№ cluster	The level of psychological safety	Before exposure		After exposure	
		Control group (%) (n=21)	Experimental group (%) (n=44)	Control group (%) (n=25)	Experimental group (%) (n=49)
1	Low	28	23	36	12
2	Middle	42	42	16	41
3	High	29	19	48	47
Significance level for χ^2		p=0,836		p=0,02	

Using chi-square for contingency tables, it was found that, after a formative action, the experimental and control groups significantly differ in the level of psychological safety ($p = 0.02$). According to the results of the second diagnosis, the percentage of children with a high level of psychological safety in the control and experimental groups is the same. However, in the experimental group, children with a low level of psychological safety became fewer, while in the control group, on the contrary, there were more. The situation is similar with the average level of psychological safety of younger students. It can be assumed that the program is effective especially for children with low or medium (unstable) level of psychological safety. This testifies to the effectiveness of the formative influence, and accordingly the program for ensuring the psychological safety of younger schoolchildren, students of cadet classes.

Proof of the effectiveness of the formative impact involves a comparison between the indicators of the experimental and control groups before and after exposure. Applying the G-criterion of signs, determine that there are no significant shifts in the control group ($p > 0.05$), and significant positive shifts in the experimental group ($p = 0.05$). That is, in the experimental group after the implementation of the program, the level of psychological safety significantly increased, which may indicate the effectiveness of our program.

VI. CONCLUSION

The state of psychological safety of younger schoolchildren studying in cadet classes has been studied, a diagnostic program has been developed, the structure of this state has been allocated, indicators have been identified that are most sensitive to the effect, while ensuring this state in school. The obtained results prove that our program increases the level of psychological safety of a primary school cadet student and is effective in this educational environment. Ideas of the program (risk-resource approach, focus on all subjects of the educational process, component composition of the state of psychological safety of the student, etc.) can be used in the practice of psychological work in schools, as well as for further research on the psychological safety of children in educational environments of schools of different types and kind of.

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