

# Dynamics of Intra-Group Interaction Attitudes at a Normative Behavior on Different Age Stages

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**Abstract.** In social interaction, when both external (social) and internal conditions change, subjects transform their behavior in accordance with the changed external requirements in the space-time continuum. In changing conditions of social interaction, subjects implement social attitudes of intra-group interaction in the space-time continuum (taking into account the time differentiation of the event space of the past, present and future, which, in turn, acts as an external condition for the prognostic regulation of social-psychological adaptation), which also provide attitude regulation of socio-psychological adaptation. The aim of this study is to assess the dynamics of intra-group interaction attitudes at a normative behavior in different age stages (in adolescence, young adulthood and adulthood).

## 1. Introduction

We have oriented the main methodological concept in the understanding of interpersonal interaction on the content of the theory developed by B.G. Ananyeva (2001) which defines the unity of communication, activity and interpersonal interaction [1]. Being a prerequisite for all types of activity, the interaction of people with each other becomes a necessary condition for understanding of reality, formation of attitudes towards it and behavioral responses based on it. B.G. Anan'ev's methodological generalization suggests that interpersonal interaction is always determined by the system of social relations in which it is included. Interaction is implemented as an exchange of methods and results of activities, ideas, attitudes, interests and includes action - opposition; conflict - cooperation; differentiation - integration [8, 11, 13, 18].

Attitude regulation of interpersonal interaction is a stable system that launches and for supports methods and means of interpersonal integration and differentiation [5, 19, 22]. Social attitude is a predisposition fixed in the social experience of an individual aimed at perceiving and evaluating socially significant objects; it is a readiness of a person certain actions directed at socially significant objects. Regulatory role of a social attitude is delivered through the functions of adaptation, information, implementation [4, 9, 10]. For defining the main methodological concept of diagnostics of intra-group interaction attitudes, we decided to use the projective logic of its construction in which the tempo-dynamic criterion is implemented through the instruction according to which the task is performed at a fast pace. The projective criterion was introduced through the organization of a figurative action [2, 3 12].

## 2. Materials and methods

The research sample of subjects with normative behavior included three groups of individuals: 162 adolescents aged 11–15 years; 156 young adults (18-21 years old); 174 people aged 22-53 years, which corresponds to the chronological boundaries of the adulthood.

The organization of research on the attitudes of intra-group interaction at a normative behavior (in different age stages) consisted of two stages. The first stage was associated with the assessment of intra-group interaction attitudes in real social groups. At this stage, small social groups consisting of 6 to 12 people were chosen as an object of study (Table 1).

**Table 1.** Qualitative and quantitative characteristics of groups.

Research sample	Intragroup interaction conditions	Number of groups
Adolescence	school classes	17
Young adulthood	student groups	16
Adulthood	structural units of organizations	19

At the second stage, we carried out the analysis of interpersonal interaction styles using Leary's interpersonal relationships diagnostics technique (in L.N. Sobchek's adaptation) at a normative behavior (in different age stages) and evaluation of interconnections of intergroup interaction attitudes using Spearman's rank correlation coefficient ( $p < 0.05$ ).

## 3. The results of the study

The study of intragroup attitudes of interpersonal interaction at different age stages showed the following results. Adolescence is characterized by the predominance of individual demonstrative attitudes of intragroup interaction focused on leadership. In young adulthood, the predominance of demonstrative attitudes oriented towards leadership still remains, but at the same time the clarity of constructive attitudes of intragroup interaction aimed at joint achievement of the goal significantly increases (in comparison with adolescence). In adulthood, there is a decrease in the intensity of demonstrative attitudes with high rates of leadership attitudes and an increase in constructive attitudes of intra-group interaction, which indicates emphasis on joint achievement of goals in the context of intra-group interaction and the desire to organize it.

In the study of group attitudes (attitudes of intra-group cooperation oriented at cooperation-rivalry) in adolescence, we have revealed a significant ( $p = 0.027$ ) predominance of attitudes oriented on rivalry over attitudes oriented on cooperation, which corresponds to 69% / 31% percentage ratio. In young adulthood, indicators of group attitudes of cooperation - rivalry are almost the same and in quantitative terms correspond to the values of 46% for orientation to cooperation / 54% orientation to rivalry. As for the period of maturity, we have revealed the prevalence of orientations towards cooperation (77%) over the attitudes of intra-group interaction oriented towards rivalry (23%) in the majority of real social groups.

Thus, the study of attitudes of intra-group interaction at different age stages helped us to find out that the expressiveness of demonstrative and leadership attitudes in adolescence becomes less obvious in young adulthood and adult age, while attitudes towards cooperation become more constructive and oriented towards interaction for achieving a common goal.

In order to identify the relationship between the attitudes of intra-group interaction and styles of interpersonal interaction, we have carried out a correlation analysis using Spearman's rank correlation coefficient ( $p < 0.05$ ). We have discovered statistically significant directly proportional relationships between the indicators of leadership attitudes and power-leading interpersonal interaction style ( $r = 0.67$ ), indicators of demonstrative attitudes and independently-dominant interpersonal interaction style ( $r = 0.71$ ), disassociation attitudes and the obediently-shy style of interpersonal interaction ( $r =$

0,64), as well as between constructive attitudes and cooperative-conventional style of interpersonal interaction ( $r = 0,64$ ). Inversely proportional statistically significant relationships were found between the indicators of demonstrative attitudes and responsibly-generous style of interpersonal interaction ( $r = -0,58$ ), as well as between disassociation attitudes and collaborative-conventional style of interaction ( $r = -0,73$ ) (Table 2).

**Table 2.** Correlation values of indices of individual attitudes of intra-group interaction and styles of interpersonal interaction in adolescence (Spearman's rank correlation coefficient,  $p < 0,05$ ).

<b>Indicators</b>	<b>Leadership attitudes</b>	<b>Demonstrative attitudes</b>	<b>Disassociation attitudes</b>	<b>Constructive attitudes</b>
Power-leading style	<b>0,67*</b>	0,12	0,07	0,00
Independently-dominant style	-0,12	<b>0,71*</b>	0,14	0,24
Straightforward-aggressive Style	0,18	0,26	0,22	-0,24
Incredulous skeptical style	0,26	0,14	0,14	0,00
Obediently-shy style	0,34	-0,29	<b>0,64*</b>	-0,18
Dependent-docile style	0,41	0,31	0,02	0,16
Collaborative-conventional style	0,32	-0,18	<b>-0,73*</b>	<b>0,64*</b>
<b>Responsibly-generous style</b>	0,12	<b>-0,58*</b>	0,09	-0,07

\*– statistical significance of the relationship

In adolescence, attitudes for leadership in social interaction are being implemented in a power-leading interaction style; demonstrative attitudes are being implemented in an independently-dominant interaction style with low intensity of responsibly-generous style; attitudes for disassociation are being implemented in a obediently-shy shy interaction style with low intensity of collaborative-conventional interaction style; constructive attitudes are being implemented in a collaborative-conventional style of interpersonal interactions.

In young adulthood, statistically significant directly proportional relationships were found between the leadership attitudes and the power-leading style of interpersonal interaction ( $r = 0,75$ ), demonstrative attitudes with the power-leading ( $r = 0,63$ ) and straightforward-aggressive ( $r = 0,62$ ) interpersonal interaction styles, disassociation attitudes and obediently-shy interpersonal interaction style ( $r = 0,71$ ), as well as between constructive attitudes and collaborative-conventional ( $r = 0,73$ ) and responsibly-generous ( $r = 0,69$ ) styles of interpersonal interactions. No statistically significant inverse proportional relationships were found in young adulthood age (Table 3).

In adolescence, leadership attitudes are being implemented in a power-leading style of interpersonal interaction, demonstrative attitudes are also being implemented in a power-leading and also in a straightforward-aggressive styles of interpersonal interaction, disassociation attitudes are being implemented in a obediently-shy style of interpersonal interaction; constructive attitudes are being implemented in a collaborative-conventional and responsibly-generous styles of interaction.

**Table 3.** Correlation values of indices of individual attitudes of intra-group interaction and styles of interpersonal interaction in young adulthood age (Spearman's rank correlation coefficient,  $p < 0.05$ ).

Indicators	Leadership attitudes	Demonstrative attitudes	Disassociation attitudes	Constructive attitudes
Power-leading style	<b>0,75*</b>	<b>0,63*</b>	0,12	0,08
Independently-dominant style	-0,26	0,18	-0,27	0,00
Straightforward-aggressive Style	-0,07	<b>0,62*</b>	0,14	-0,27
Incredulous-skeptical style	-0,09	0,19	-0,09	-0,31
Obediently-shy style	0,21	0,00	<b>0,71*</b>	-0,14
Dependent-docile style	0,14	0,18	0,32	0,38
Cooperative - conventional style	0,18	-0,24	-0,14	<b>0,73*</b>
Responsibly-generous style	0,21	0,16	0,00	<b>0,69*</b>

\*- statistical significance of the relationship

**Table 4.** Correlation values of indices of individual attitudes of intra-group interaction and styles of interpersonal interaction in adulthood (Spearman's rank correlation coefficient,  $p < 0.05$ ).

Indicators	Leadership attitudes	Demonstrative attitudes	Disassociation attitudes	Constructive attitudes
Power-leading style	0,12	0,21	0,19	-0,11
Independently-dominant style	-0,18	<b>0,62*</b>	-0,11	-0,05
Straightforward-aggressive style	<b>0,59*</b>	-0,27	0,00	<b>-0,68*</b>
Incredulous-skeptical style	0,14	0,32	-0,08	0,00
Obediently-shy style	0,29	0,14	0,16	0,11
Dependent-docile style	-0,05	-0,23	<b>0,62*</b>	0,24
Cooperative - conventional style	0,00	-0,18	0,29	<b>0,74</b>
Responsibly-generous style	0,26	0,14	0,34	<b>0,71*</b>

\*- statistical significance of the relationship

When it comes to adulthood, we have discovered directly proportional statistically significant correlations between the indicators of leadership attitudes and the straightforward-aggressive style of interpersonal interaction ( $r = 0.59$ ), demonstrative attitudes and independently-dominant interpersonal interaction style ( $r = 0.62$ ), disassociation attitudes and dependent-docile style of interpersonal interaction ( $r = 0,62$ ), as well as between constructive attitudes and cooperative-conventional ( $r = 0,74$ ) and responsibly-generous ( $r = 0,71$ ) styles of interpersonal interaction. We also found inversely proportional statistically significant relationships between the indicators of constructive attitudes and the straightforward-aggressive style of interpersonal interaction ( $r = -0.68$ ).

Thus, at this age, leadership attitudes are being implemented in a straightforward-aggressive interpersonal interaction style, demonstrative attitudes are being implemented in an independently-dominant interpersonal interaction style, disassociation attitudes are being implemented in an dependent-docile interpersonal interaction style, constructive attitudes are being implemented in a cooperative-conventional and responsibly-generous styles of interpersonal interaction (Table 4).

#### **4. Discussion and conclusions**

Psychodiagnostic resource of the author's technique of express diagnostics of intra-group interaction attitudes consists of the following indicators: leadership attitudes; disassociation attitudes; cooperation attitudes; rivalry attitudes; constructive attitudes, demonstrative attitudes organized according to the continual principle. Express diagnostics of intra-group interaction attitudes helps to identify orientation towards cooperation or rivalry for the group as a whole and to assess the system of individual attitudes of intra-group interaction according to the constructiveness-demonstrativeness and leadership-disassociation parameters.

The study helped to find out that age dynamics is characterized by a decrease in the intensity of individual attitudes focused on leadership and demonstrativeness in transition from adolescence to young adulthood and adulthood. The intensity of group rivalry attitudes, which prevail in young adulthood, is balanced against those oriented to cooperation in young adolescence and significantly decreases at the adulthood period. Interaction-oriented group attitudes become more constructive and more oriented towards achieving a team-wide goal as a person gets older.

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