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## Style of conflict behavior for educational workers as factor of them subjective prosperity

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In researching article were shown and researching so extraordinarily actual theme, that consists in illumination of scientific approaches in relation to subjective prosperity of both personality on the whole and workers of education, is considered in an offer article and investigational, in particular. Authorial position consists in a statement, that subjective prosperity of educational workers it depends on style of conflict behavior in a collective. The row of authors that studied the problem of productive conflicts in an educational environment is given. Psychological features and specific of concept "subjective prosperity" are analyzed personalities and "subjective prosperity" of educational workers. In the article methodologies of research of workers of education offer and reasonable on select subjects. Basic descriptions of conflict behavior of teachers were given and results were gotten. The analysis of the got results is conducted from positions of effective conflict that for the sake of receipt of subjective prosperity can use ineffective strategies of decision of conflicts. The mental condition of educational workers is analyzed. Intercommunication of conflict behavior style, features of mental conditions and state of subjective prosperity of educational workers is marked. One of further directions of scientific search the further analysis of intercommunication of style behavior in a conflict and state of subjective prosperity is envisaged for the leaders of educational organizations and determination of basic elements of their improvement.

Undertaken an empiric study gave possibility to shine the urgent problems of teachers in area of origin of conflict situations. Research envisaged the complex use of such methodologies "Diagnostics of strategies of decision for conflict situations" of D. Johnson and F. Johnson and "Self-appraisal of mental conditions" of G. Izenk". Styles of conflict behavior of workers of education (compulsion, smoothing, avoidance, compromise, collaboration) and levels of formed for mental conditions (alarm, frustration, aggressiveness, rigidity) are certain. Ready results, give an opportunity to assert about intercommunication of style by conflict behavior, features of mental conditions and state of subjective prosperity of educational workers. It follows to consider the given description of the state of subjective prosperity the main result of the conducted analysis, depending on style of conflict behavior of educational workers. It is thus well-proven that the successful use and effective management of conflict behavior styles can provide subjective prosperity of educational workers in end-point.

The leaders of educational organizations and determination of basic elements of their improvement have a possible study of intercommunication of style of behavior in a conflict and state of subjective prosperity in further researches.

*Keywords: conflict; professional conflict; conflict behavior; mental conditions; subjective prosperity.*

### Introduction

Conflict in the labor collective is typical phenomenon in society in the period of social, political and economic changes

nowadays. So it necessary to own the certain volume of theoretical knowledge practical skills that assists their overcoming for the structural decision of conflicts. One of the central places of psychological research is a problem a study of

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conflicts in the field of pedagogical. Among scientists it is possible to distinguish the row of scientists that studied essence and constituents of conflict, the most optimal ways of decision and prevention of their consequences are in a labor collective (O. Bondarchuk, L. Karamushka, O. Nezhinska (2016) and another researchers. Although a problem which is research of pedagogical conflicts in the system "teacher-teacher" is one of the major but its psychological aspect, especially in area of subjective prosperity, investigational not so good. In relation to subjective prosperity, then it is possible to mark that it is integral personal quality that shows up both in the field of social and in the internal world of personality. The analysis of different approaches showed the basic aspects of this phenomenon (Kashlyuk, 2016).

1. Satisfaction by life as an integral social and emotion estimation (Knyazeva, 2011).

2. Functional status is a mental and psychophysiological condition, absence of the negative experiencing, states that have negative consequences for an organism and psycho, it is the necessary constituent of prosperity. For a long time these problems were remained priority of the medical or biological understanding of prosperity, but their undoubted connection had the psychological aspect of this phenomenon (Pozdnyakova, 2007, p. 87-102).

3. Valued-motivational sphere like common general realized life and individual system of priorities, system of coordinates.

4. Expediency of selection to sovereign's of psychological space, tolerance, strategies of life and strategies of personal behavior (Shevelenkova, Fesenko, 2005, p.95-129).

5. Ability to use present possibilities for the achievement of the putting meaningful aims and so general agreement of necessities and possibilities (Ryan, Deci, 2000, p. 719-727).

6. Social prosperity requires social support, to the openness in mutual relations, absence of conflicts, favourable social surroundings and prosperity of lovely and meaningful people direct-coupled with the breadth of self-character (Puchkova, 2003).

7. Self-appraisal and confidence in own possibilities at overcoming of negative circumstances, acceptance of the personal responsibility for own life, absence of internal conflict.

8. Self-affectivity, achievement of certain goals and presence of important prospects (Bondarchuk, 2008).

So, subjective prosperity of pedagogical workers will examine, as integrative construct that hugs emotionally-evaluation, cognitive and behavior components, which oriented on age-old signs, gender features, vital aims and social terms of educational environment and provides: comfort psychical and psychophysiological state, absence of the negative experiencing, states, conflicts that have fallouts for an organism and psyche (Moskalova, 2017).

### **Goals of article**

To find psychological features of effective behavioral conflict and mental conditions of educational workers for the sake of assistance by them subjective prosperity.

### **Materials and Methods**

Such methodologies were used in the article as "Diagnostics of strategies of decision for conflict situations" of D. Johnson and F. Johnson (Dzyuba, 2005) and "Self-appraisal of mental conditions" of G. Izenk (Pashukova, Dopira, Dyakonov, 2000). The mathematical working of empiric research's data came true by means of computer package at the statistical softwares of SPSS (version 17.0).

"Diagnostics of strategies of decision for conflict situations" of D. Johnson and F. Johnson consists of researching strategies of conflicts decision. Individual actions and strategy of personality's behavior were analyzed during a conflict taking into account two terms: to importance of gaining end and maintenance of good relationships with opponents.

Decision or not the decision of conflict situation can result in violation of subjective prosperity of educational workers organizations, that caused to worsening of personality's mental conditions that creates an educational environment unfriendly and reduces the capacity of personnel. That's why behavior in a conflict and structuralness of conflict permission partly assists forming positive for the social psychological climate, helps to create good relationships with other people, and also to satisfy both personal and interests other. The investigated is offer expressions and proverbs using the stated below scale, it is necessary to define as far as every proverb answered their actions during conflicts: 5 - answers in all cases; 4 - answers in most cases; 3 - answers at times; 2 - answers, but very seldom; 1 - answers never.

Than anymore is a common sum of points after certain strategy of conflict decision, the more often you are inclined to apply this strategy. Than less common sum, the rarer you use her. During research such strategies of conflicts decision appear: escape, compulsion, smoothing, compromise, collaboration. Taking into account the theme of our research, it is possible to define the degree of style influence of conflict behavior of education workers on their personality prosperity due to such description.

«Escape» - characterizes such behavior of personality, that on the whole is inclined to walk around conflicts. They renounce own aims and relations, stick to farther both from the vexed questions through that there is a conflict and from people to that he participating. On their opinion - it more easily to escape (physically and psychologically) from a conflict, than to run into him. Therefore often inherent helplessness, uncertainty, doubt, them.

For those who came to the group «Compulsion» general conflict behavior is victory of opponents is in spite of everything. They arrive at victory by any price, if to attain own aim, that's why they are not worried by that about them will

say other and display of liking for them. Their general credo is: "Conflicts are settled then, when one wins the second".

Next description is "Smoothing". For those, who entered this group important are relations, own forces do not matter so much. They want to be liked, want, that they were loved and valued. Avoid conflicts for the sake of harmony, and sure that conflicts can't be discussed without harm for relations. They are afraid to deliver pain, offend, to do for relations during a conflict. To save relations, they are ready to endow the personal aims.

Those, who entered a group with behavior, that belongs to strategy "Compromise" then it's possible to mark, so they are unpretentious both in the aims and in relationships with other people. They search "golden mean" in permission of conflict, when both sides had some benefit.

If to talk about those, who entered a group with strategy "Collaboration", then their behavior in a conflict also has a specific. They value own aims and relations very highly. They examine conflicts as problem that is necessary to be decided, and search such decision, that would satisfy both their own aims and aims of opposite side in a conflict. They perceive conflicts as means of improvement of relations by destroying conflict between people, try to begin a discussion that would consider a conflict as problem. Also by us the personality state of pedagogical workers was investigational by means of methodology "Self-appraisal of mental conditions" by G. Izenk, after that certainly there are levels of formed of mental conditions (alarm, frustration, aggressiveness) that bother personality self-regulation (Pashukova, Dopira, Dyakonov, 2000).

It is educed that an alarm is a mental condition that is caused by possible and credible troubles, by sudden changes in an usual situation and activity, by the delay of realization something pleasant, desirable; expressed in the specific experiencing (agitation, violation of calmness, sullen presentiment, melancholy).

On the whole reasons of origin of the anxious state can be different. They are sometimes predetermined by human emotional instability: one worry on any reasons, other - only in relation to certain objects, situations that is perceived as a source of threat.

Frustration is a negative mental condition, that is characterized experiencing concerning disorder of plans, intentions, crash of hopes, vain expectations, experiencing of "failure of business", failure. Frustration's results in disorganization of consciousness, activity and communication as a result of of long duration blocking of purposeful human behavior by the objectively dissatisfied for subjectively conditional difficulties. Frustration can show up in the reactions of brutality, depression, complete indifference to surroundings. The low level of display testifies to firmness to the failures and difficulties, high level - about the understated self-appraisal, fear before difficulties and failures.

An aggressive mental condition is caused by a reaction on the frustrate action (obstacles, negative situations) and shows up as anger, lack of restraint, crossness, threat, display of negativism, suspicion, offense, and also by the displays of the negative feeling in form noisy intonements, bad languages and others like that.

A weak mental condition is characterized obstinacy, inability to be commuted from one activity on other, by the sluggishness of motion of psychical processes, difficulties in case of change of processing methods information and decision-making.

## Results

On results questioning conducted by us on methodology of D. Johnson and F. Johnson we got results that represent strategies of decision for conflict situations (Tab.1).

*Table 1*

**Results of research of conflict behavior for educational workers  
(by D. Johnson and F. Johnson)**

Styles of conflict situation	Amount of investigated, in %
Avoidance	19,6
Compulsion	30,4
Smoothing	27,5
Compromise	8,8
Collaboration	13,7

So, according to researching results by Johnson & Johnson` methods we can mark that at this elector are most inherent such strategies of conflicts` decision as:

- "Compulsion" - had the biggest percent at this elector 30,4%. For people that chose a scale "compulsion" the most important are own aims, and relationships with a man have a very small value. They are small worried by that, or they are

liked to someone, or someone discovers to them favour. They are convinced, that conflicts are settled then, when one wins other.

- "Smoothing" - showed up per 27,5%. For people from this group relations with others are the most important, so, own aims, on the contrary, do not matter very much. They want to be liked, want, that be loved and valued. Consider that

it's better to avoid a conflict for the sake of harmony and sure that conflicts cannot be discussed without harm for relations. They are afraid to deliver pain, offend, to do for relations during a conflict. For the sake of maintenance of relations, they are ready to endow the personal aims.

- "Avoidance" had 19,6%. According to this fact people walk around conflicts. They renounce own aims and relations; stick to farther both from the vexed questions through that there is a conflict and from participating.

- "Collaboration" had 13,7%. About people, who choose "collaboration", we can say that they value own aims and relations very highly. They examine conflicts as problem that is necessary to be decided, and search such decision, that would satisfy both their own aims and aims of opposite side in a conflict. They perceive a conflict like means of improvement for relations by weakness of tension between two people and try to begin a discussion that would consider a conflict as problem.

- "Compromise" had 8,8%. People, who choose this strategy for deescalating of conflict, are unpretentious both in the aims and in relationships with other people. They will endow part of the solicitations during a conflict and will convince other person to yield some part of the aims too. For the sake of achievement of consent, they are ready to endow for general good by both part of the solicitations and relations.

Thus on results the analysis of variance for women show the higher level of conflict behavior which was educed, than for men ( $p < 0,05$ ). Also it costs to notice, that for women the level of conflict doesn't depend on position, and for men-workers was considerably higher, than for leaders.

The results of researching mental conditions of educational workers characterizes the state that is densely related to subjective prosperity of personality. It causes an alarm.

So, after a scale the anxiety of methodology "Self-appraisal of mental conditions" of G. Izenk it is educed that most workers of education (52,9%) have her high level, 27,7% - middle and only 19,4% - subzero. It can entail an inadequate reaction in the situations of administrative activity, that need personality self-regulation in the conditions of changes. Firmness to the failures and difficulties, that educed after a scale frustration, also is high not enough : only 32,2% of the educational investigated workers, that have a low frustration level capable to keep a calmness in the difficult situations of administrative activity. Other managers are characterized by the middle (32,8%) and be the high (35,0%) levels of frustration.

It is set after a scale an aggressiveness, that swinging majority of educational workers (58,6%) is apt to aggressive behavior. The middle level of aggressiveness is educed in one (29,4%) third, and subzero - 12,0% investigated. It specifies on that most workers of education, that instead of settle difficult problem productive situations, must appease itself from the bursts of anger, irritability.

In relation to the scale of rigidity: 38,0% persons are educed with high rigidity, 27,5% - with middle, 34,5% - with subzero. It costs to take into account that persons with the

high level of rigidity is characterized a sluggishness, by a subzero adaptivity to the changeable terms of vital functions, experience difficulty in alteration of the system of reasons and options.

The conducted analysis of variance of predominance's exposure of behavior individual style in a conflict depending on the different levels of mental condition and gender descriptions was given more complete description ( $p < 0,05$ ), so: men-workers of education in a mental condition "alarm" elect style of behavior of "avoidance"; in the state of "frustration" is style of behavior named "compromise"; in the state of "aggressiveness" is style of behavior "compromise"; in the state of "rigidity" is style of behavior named "avoidance"; women are workers of education in a mental condition. "Alarm" elect style of behavior "compromise"; in the state of "frustration" is style of behavior "compromise"; in the state of "aggressiveness" is style of behavior "compulsion"; in the state of "rigidity" is style of behavior of "smoothing".

## Discussions

According to theoretic analyze and empiric data it was succeeded to give description of subjective prosperity, depending on the grant of advantage for style of conflict behavior and levels of mental conditions of educational workers (tab.2).

So how you can see from tab.2, style of conflict behavior during result using can provide the subjective prosperity of educational workers. Taking into account that in the basis subjective prosperity of educational workers envisages the "positive functioning of personality", "good functioning" (Ryff, 1995), "success of life and activity of man is with different spheres, conduces to necessary flexibility and adaptivity as to the condition of adequate and successful behavior in different situations" (Shevelenkova, Fesenko, 2005), it is necessary to create such environment, where it would be to teach the workers of education, and in the future they could use the knowledge and potential capabilities for the sake of effective behavior in conflict situations.

## Conclusions

So that, in the conditions of permanent changes, that take place both in society and in educational organizations, one of important factors of successful activity for educational workers there is preparation of them to overcoming of productive difficulties. Between them - conflicts, which darken a positive mood and ability effectively to carry out functional duties, that negatively influences on subjective prosperity. Subjective prosperity of pedagogical workers it integrative construction, that hugs emotionally-evaluation, cognitive and behavioral components that is oriented on factors (age-old signs, gender features, vital aims, comfort psychological state and others like that) and social terms of educational environment. Undertaken an empiric study, gave possibility to establish (on results the analysis of variance), that for women higher level of conflict behavior, than for men

( $p < 0,05$ ). Also it costs to notice, that for women the level of conflict doesn't depend on position, and for men-workers was considerably higher, than for leaders. Already it gives an opportunity to assert about intercommunication of conflict behavior styles, mental conditions and subjective prosperity. The specific of subjective prosperity's providing is indicated

in the conditions of effectiveness for using styles of conflict behavior by the educational workers.

Table 2

**Description of subjective prosperity, depending on the grant of advantage of style at conflict behavior of educational workers**

Style of conflict behavior	Description of persons that give advantage to style	Description of subjective prosperity is after effectiveness of conflict behavior styles		
		Situation which are not useful	Situation when style is not effective	Cases, assistance to subjective prosperity
Avoidance	Characterized such behavior which on the whole inclined to walk around conflicts. Refuse to protect own aims and ideas, if not to go round a conflict.	When the balance is distorted between the internal state and external circumstances.	Question isn't important. Conflict can de-escalation more faster itself	Keep relations with others for achievement of own aim.
Compulsion	For them pressure on an opponent (s) takes place with the aim of decision of own conflict variant.	When an opponent is strong and it can in course of time to turn everything.	When man is sure and oriented on a positive result	Consists of enjoying victory and achievement of preference: long-waiting of quarry increase (power); receipt of position; pre-arranged job processing; achievement of consensus and others like that.
Smoothing	Such workers are ready to endow the personal aims for the sake of harmony and maintenance of relations	When a question for you is important and requires a decision-making. A concession will not be appraised or will be interpreted as a display of weakness	When the result of collision matters very much for an opponent and not very substantial for other side.	Due to this strategy it is succeeded to save mutual relations, to save resources the same for opportunities, or proceeding in a calmness and stability
Compromise	Such workers go to the concessions in separate questions, to satisfy own interests partly. Nobody gains victory.	When it is necessary to find out the hidden necessities and interests.	When both sides want the same, but understand that it not maybe simultaneously	Helps to stop unfriendly relations, specifies on that opponents have equal possibilities; gives possibility to form new aims taking into account changes and count all "pro and con".
Collaboration	They work so active, defending own interests and here value interests of other people	When a conflict situation must be settled quickly	When both sides have the different hidden necessities and interests and it's necessary to find most satisfactory for both parties	It is succeeded to explain the decisions, hear out other side, restrain non-constructive behavior; provides pleasure, feeling of safety; stimulates activity of social life.

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