

## COMPARATIVE STUDY OF INTERPERSONAL INTERACTION OF MALE AND FEMALE TECHNICAL PROFILE STUDENTS

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### Summary

The article is devoted to the problem of interpersonal interaction creation by male and female technical profile students. Results of the empirical research showed that male students of a technical profile have a dominant tendency in interaction, while female students have a tendency to be sensitive and friendly. A high level of sociability is common to both male and female students, which contributes to the emergence of attraction. Technical profile students have a high level of desire for people and a relatively significant fear of being rejected. Female students are more eager to establish friendships with others than male students, but they are also more afraid of being rejected in communication and interaction than male students. Male students have an active desire to win leadership positions, social recognition, and a high status in the system of interpersonal relations. They are able to take responsibility and to be persistent in their beliefs, to insist on their own. Instead, female students have an internal desire to accept group standards, values, traditions, the ability to make contact. Such traits as modesty, timidity, shyness, and the ability to forgive are inherent to them. They strive to take care of close people, show tolerance towards others. Thus, male and female technical profile students have different specifics of interpersonal interaction creation, in particular, they are affected by different factors of interpersonal interaction and strategies for creation of interpersonal relationships.

**Key words:** interaction, communicative and characterological tendencies, affiliation tendency, interpersonal interaction, desire for people, sensitivity to rejection, technical profile students.

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### 1. Introduction

The complicated structure of relations between people includes a significant number of elements, and interpersonal interaction is a leading one among them. It is the result of the development of social history, an indicator and basis of culture and at the same time a means of social development. The quality of a person's social life depends on the nature of their communication and the nature of interaction with other people, due to the fact that social and interpersonal relations are revealed and realized mainly in communication.

In the process of interpersonal interaction, the unity of the individual's actions and their consolidation are ensured, and purposeful activity is organized. It contributes to the development of intelligence, the expansion of the worldview, the acquisition of new knowledge, skills, and abilities necessary for successful activity. These aspects are especially relevant for students, since the role of interpersonal interaction as a factor of sustainable development and humanization of relations with the environment increases in student's age.

The problem of interpersonal relationships includes the study of many aspects of this phenomenon, in particular, the content of interpersonal relationships (V. Bayon, L. Buieva,

F. Hyder, K. Levin, J. Moreno, G. Mead, J. Thibaut, etc.); mechanisms of interpersonal relationships (E. Kuzmin, V. Olshanskyi, V. Semeniv, etc.); emotional aspects (O. Petrovskyi, E. Andriienko, etc.), etc. The problem of interpersonal relationships formation in a group was considered by such scientists as F. Allport, N. Chepeleva, G. Hyman, K. Levin, M. Kornev, D. Myers, S. Maksymenko, L. Orban-Lembryk, T. Parsons, K. Sedykh, M. Sherif, T. Tytarenko, M. Yaroshenko, M. Weber, and others.

Scientists O. Bulhakova, T. Dnieprova, D. Dolhanov, O. Karhopolova, A. Kidinov, V. Koval, T. Pernarivska and others studied the specifics of the interpersonal interaction construction and development by students. However, despite the significant number of scientific papers, we can state the absence of complex studies devoted to the issue of interpersonal interaction of technical profile students, specifically, the specifics of interaction formation between boys and girls of student's age.

According to this, **the purpose of the article** is to conduct a comparative analysis of the features of interpersonal interaction creation by male and female students of a technical profile.

## 2. The concept of interaction

A person and society are connected by an extensive system of connections, the main elements of which are the subjects of communication. The subject of communication here is what a connection is made for, and the mechanism of conscious regulation of relations between subjects. Specific communication is conducted in the form of contact and actual interaction, but contact is only the first step of real interaction. At the same time, it can be a separate phenomenon that does not go into interaction. Such contact is fleeting, superficial, devoid of a system of related actions of subjects with each other (*Sedykh, 2008*).

Interaction itself is a process of direct or indirect interaction of subjects (objects) with each other, which creates their mutual state and relations (*Moskalenko, 2007*).

In the process of interaction, actions are exchanged, kinship, coordination of actions of both subjects arise, as well as stability of their interests, division of functions, joint activity design, etc. They are the actions that help to realize the mutual regulation, mutual control, mutual assistance and mutual influence. This involves the contribution of all participants of the interaction to the joint task solution with further adjustment of their actions, taking into account the available experience, updating their own capabilities and the abilities of the partner. Entering into communication, exchanging information, a person creates forms and norms of joint actions, organizes and agrees on them. This contributes to overcoming the gap between communication and interaction (*Orban-Lembryk, 2004*).

Types of interpersonal interaction are usually divided into the following groups (*Moskalenko, 2007*):

1. Cooperation. This type of interaction includes actions that help to organize joint activities, ensuring its effectiveness, success and coordination. Cooperation is also called "adaptation", "collaboration", "consent", "association" and so on.

2. Competition. This type of interaction includes actions that negatively affect joint activities and create barriers to understanding. Competition is also called "conflict", "rivalry", "dissociation", "opposition" and so on.

Among the purely psychological components of interpersonal interaction, the common goal is the most important one. Mandatory psychological components of joint activities include joint motivation, i.e. what motivates people to a common goal, as well as joint actions that contribute to the implementation of current and immediate tasks of joint activities. A general

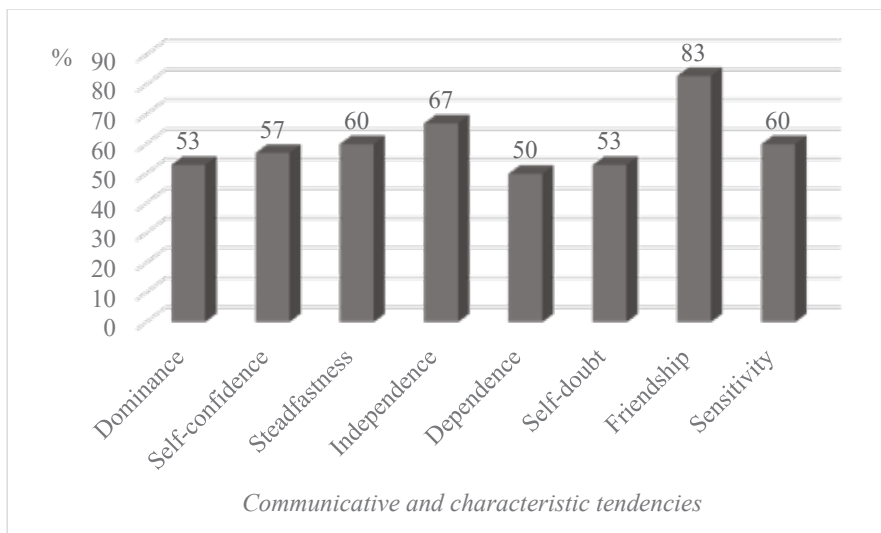
result is the final component of the psychological structure of activity. Here, crucial importance is given not only to the general objective end product, but also to the subjective reflection of the result by individual and collective subjects (Orban-Lembryk, 2004).

### 3. Methods of empirical research

Studying the specifics of interpersonal interaction creation is of particular interest in practical terms. In this regard, we conducted a pilot study, which covered 60 students of one of the institutions of higher technical education in the Poltava region, Ukraine. The program of empirical research included “Methodics for the interpersonal interaction diagnosis” by T. Leary (modified by Y. Reshetniak and H. Vasylychenko), which is aimed at studying the subject’s ideas about himself or herself and the ideal “Self”, as well as for studying relationships in small groups (Lozhkin, Povyakel, 2006), and “Affiliation Questionnaire” by A. Mehrabian, which assesses two motivational tendencies functionally interconnected and correlated with the need for affiliation: desire for people and sensitivity to rejection (Mehrabian, 1970).

### 4. Communicative and characteristic tendencies of students

At the first stage of the study, the peculiarities of personality tendencies, which are revealed in interpersonal interaction among technical profile students, were analyzed according to the methodics of the interpersonal interaction diagnosis by T. Leary (Fig. 1).



**Fig. 1. Manifestation of communicative and characteristic tendencies of technical profile students (n=60, %)**

The tendency towards sociability is shown in the group of the researched students most of all (83 %). This characterizes the respondents’ manifestation of such qualities as the ability to help each other, sociability, kindness, attentiveness. Also the tendency of independence is manifested in the interpersonal sphere of the students to a large extent (67 %).

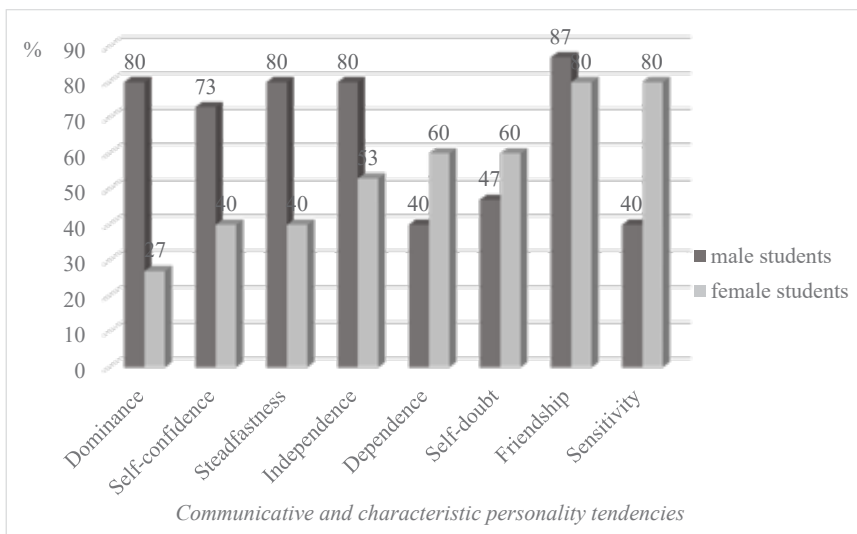
It characterizes the suspiciousness, distrust, vulnerability as the leading distinctive traits of these boys and girls.

Tendencies such as steadfastness and sensitivity are equally expressed (60 % each). This may be the evidence of the expression of such features as criticality, irritability, intolerance for partner’s mistakes of some of the studied students. At the same time, the same part of the researched students show delicacy, tenderness, the desire to take care of loved ones, as well as tolerance for shortcomings and the ability to forgive.

The group of students showed a tendency to self-confidence to a somewhat lesser extent (57 %). This reflects the confident behavior, independence, efficiency, and in extreme cases, selfishness and callousness of the students. Tendencies of dominance and self-doubt of the studied students are expressed to the same extent (53 % each). Dominance reflects leadership inclinations, the desire for dominance, independence, the ability to take responsibility. Another tendency is an indicator of respect for others, trustworthiness.

The tendency to dependence is the least pronounced among the researched technical profile students (50 %), which allows us to mention the presence of such qualities as self-criticism, modesty, timidity, shyness.

At the next stage of the study the communicative and characteristic tendencies of male and female students of technical profile were analysed (Fig. 2).



**Fig. 2. Manifestation of communicative and characteristic tendencies of male and female students (n=60, %)**

The analysis of the research data of male and female technical profile students separately showed that the following communicative and characteristic tendencies are significantly predominant for male students: independence (80 %), steadfastness (80 %), dominance (80 %) and sociability (87 %), that is, their behavior may be described as actions aimed at gaining a leadership position in the team. These male students are quite assertive and straightforward, but high sociability describes them as non-conflictual ones.

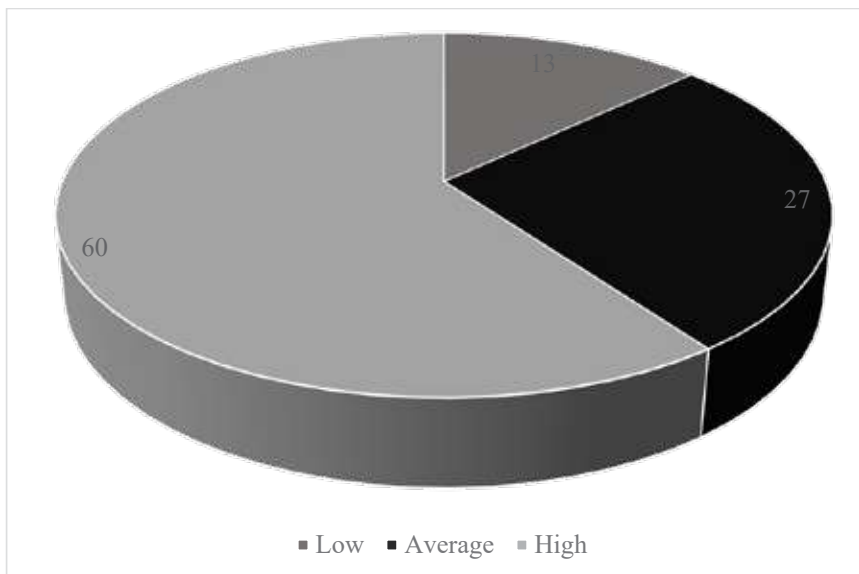
Such features as sensitivity and sociability prevail for female technical profile students (80 % each), that is, we can say that their behavior is kind and sincere. Female students usually

respect their partners in a mutual relationship and recognize their rights, mostly they coexist peacefully with others. Their behavior is characterized with delicacy, tenderness, tolerance for the shortcomings of others, altruism and a desire to help people.

So, among male students of a technical profile, the general tendency is dominance, while female students demonstrate sensitivity and friendliness. A high level of sociability is common to both boys and girls, which contributes to the emergence of attraction. High indicators of such trends as sociability, sensitivity, dominance of boys and girls indicate a high level of interpersonal interaction, adjustment of personal communication, and the emergence of friendly relations.

### 5. Affiliation tendencies of technical profile students

The results of the study of the communication needs of technical profile students according to A. Mehrabian's methodic are presented on the picture 3.



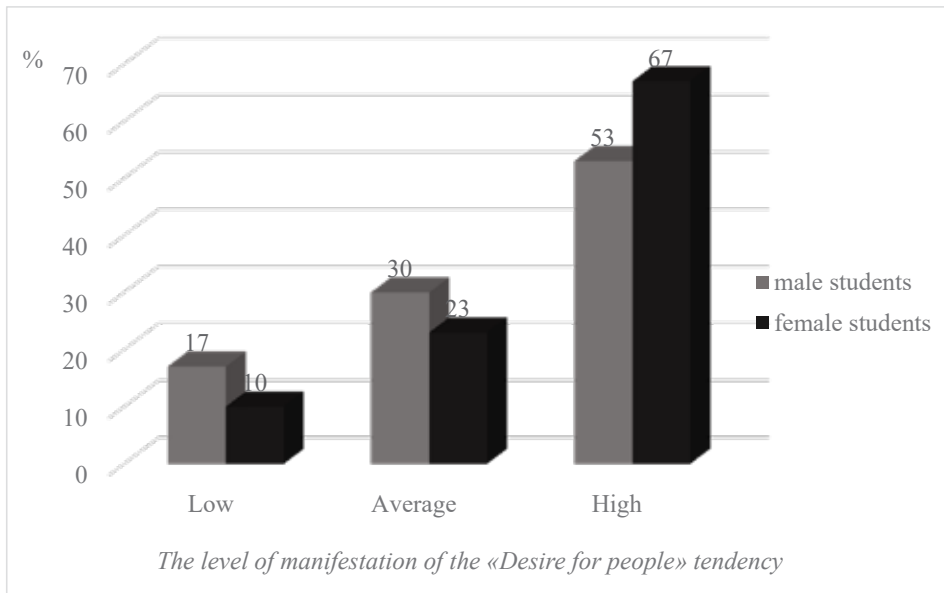
**Fig. 3. Manifestation of the “Desire for people” tendency (n=60, %)**

A high level of desire for people is the most represented among the researched students (60 %). We can assume that these students have a desire to make friends, to be happy with other people, to communicate and cooperate with them in the group relationships. They may establish mutual trusting relationships, where each of the partners accepts them, treats them favorably, supports them in a friendly manner, sympathizes. Such an attitude can be directed at both familiar and unfamiliar people and may be manifested in friendly facial expressions, positive speech expressions, posture, gesticulation, etc.

The average level of desire for people is inherent for 27 % of the respondents. They expect a positive results when they try to establish contacts with new people and feel afraid that their expectations may not be fulfilled at the same time. This is how internal tension and conflict arise. If the fear is stronger than the expectation of a positive result, it may block the tendency to desire for people of these technical profile students.

The smallest part of the respondents (13 %) have a low level of desire for people. It is expressed in the desire not to contact with people, not to establish personal relationships with them, to be at a significant social and psychological distance from them.

At the next stage of the study the manifestation of the “Desire for people” tendency of male and female students of technical profile was analyzed (Fig. 4).



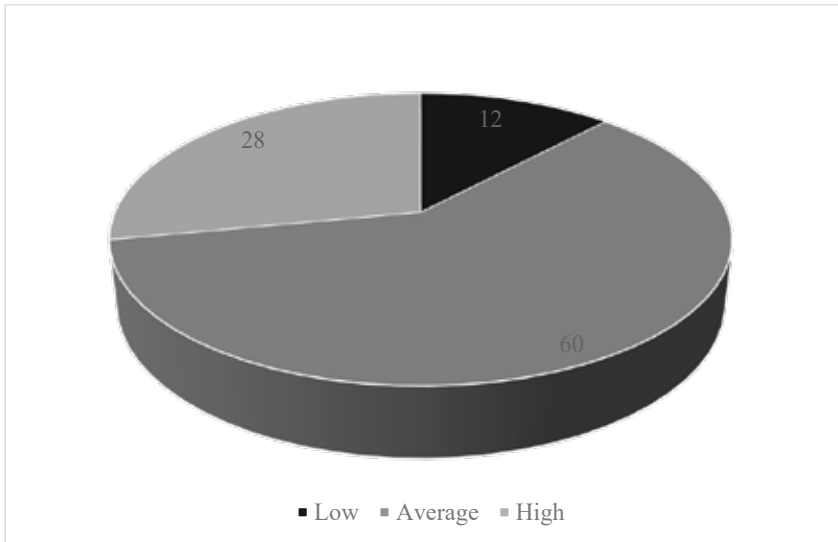
**Fig. 4. Manifestation of the “Desire for people” tendency of male and female students (n=60, %)**

The analysis of the data of male and female students separately showed that the tendency of desire for people of the studied boys and girls is manifested almost to the same extent, however, a low level of this desire is more represented among boys than among girls (17 % vs. 10 % respectively), as well as the average one (30 % vs. 23 % respectively). A high level of desire for people is more inherent for girls than boys (67 % vs. 53 % respectively), so it can be argued that girls are more eager to establish friendly relations with others than boys.

The analysis of the features of the manifestation of another aspect of affiliation, the sensitivity to rejection, is given in the picture 5.

Among the respondents the average level of sensitivity to rejection is the most evident (60 %). Such students may have a certain fear of communication with others, in particular with persons of the same age, and periodic avoidance of contact. The opinion of others about them is very important for these students, they seek to be accepted in a specific communication circle and may be sensitive to various manifestations of attention towards them.

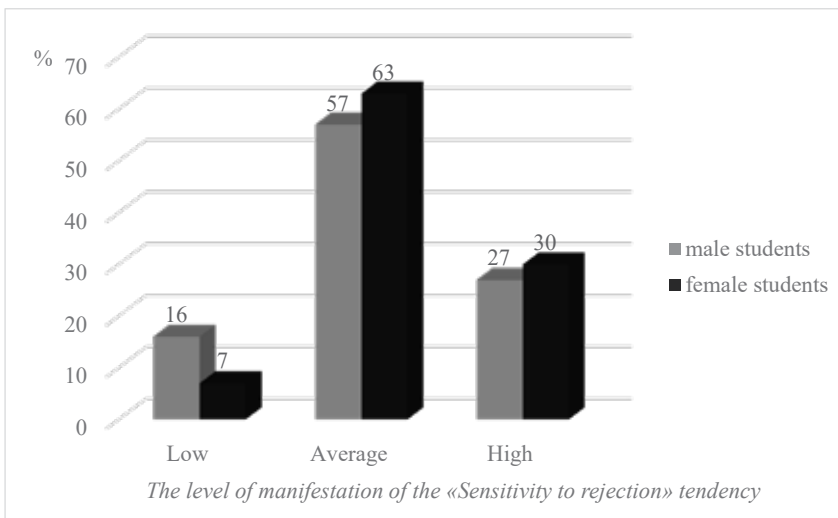
The high level of sensitivity to rejection is much less pronounced (28 %), which can lead the students to a persistent desire to avoid situations in which they may find themselves disadvantaged, as well as to a number of strict internal prohibitions that can serve as protection against the danger of putting themselves at risk of rejection.



**Fig. 5. Manifestation of the “Sensitivity to rejection” tendency (n=60, %)**

The low level of sensitivity to rejection is less expressed among the respondents (12 %). Such students usually are not afraid to interact with the environment, to give and receive help. They are able to establish and maintain positive emotional contacts with members of their group.

At the next stage of the study the manifestation of the tendency “Sensitivity to rejection” of male and female students of technical profile was analyzed (Fig. 6).



**Fig. 6. Manifestation of the “Sensitivity to rejection” tendency of male and female students (n=60, %)**

The analysis of the received data separately for male and female technical profile students showed that the tendency of sensitivity to rejection is manifested to almost the same extent for boys and girls, however, a low level of manifestation of this tendency is more common among boys than among girls (16 % vs. 7 %). The average level of manifestation of this tendency is more typical for girls (63 % vs. 57 %), as well as high level (30 % vs. 27 %). Therefore, we can say that female students are more afraid of being rejected in communication and interaction than male students.

So, basing on the results of the research, it can be concluded that technical profile students have a high level of desire for people and a relatively significant level of sensitivity to rejection. Also, male and female students have significant differences in the manifestation of affiliative tendencies.

## 6. Gender and interpersonal interaction correlation

In order to determine the peculiarities of the interpersonal interaction construction, which are inherent for male and female students of a technical profile, a comparative analysis of the results of the study was conducted using the point biserial correlation coefficient  $r_{pb}$  (Morgun, Titov, 2012). The obtained results are presented in the table 1.

Table 1

### Correlation between gender and the peculiarities of interpersonal interaction of technical profile students according to the point biserial correlation coefficient $r_{pb}$

Peculiarities of interpersonal interaction	Female students	Male students
<i>Communicative and characteristic personality tendencies</i>		
Dominance	-0,086	0,512*
Self-confidence	0,189	0,144
Steadfastness	0,225	0,456*
Independence	0,009	0,343*
Dependence	0,359*	0,094
Self-doubt	-0,104	-0,155
Friendship	0,267	0,283
Sensitivity	0,517*	0,121
<i>Affiliative tendencies</i>		
Desire for people	0,199	0,156
Sensitivity to rejection	0,217	0,104

Basing on the obtained data, we can conclude that male technical profile students show the statistically significant moderate correlations ( $p \leq 0.05$ ) with the communicative and characteristic tendency to independence (0.343) and a strong correlation ( $p \leq 0.01$ ) with communicative and characteristic tendencies of dominance (0.512) and steadfastness (0.456). Therefore, these students have an active desire to gain leadership positions, social recognition, and a high status in the system of interpersonal relationships. They are able to take responsibility and be stable in their beliefs, to insist on their own.

Female students of a technical profile showed the statistically significant moderate correlations ( $p \leq 0.05$ ) with communicative and characteristic tendencies of dependence (0.359) and sensitivity (0.517). So, these female students have an internal desire to accept group standards,



values, traditions, a desire to form emotional connections with the environment, that is, the ability to make contact. They express such traits as modesty, timidity, shyness, and the ability to forgive. Female students strive to take care of loved ones, show tolerance towards others.

## 7. Conclusions

Thus, interpersonal interaction is an important aspect of social relations. It consists in the interdependent exchange of actions, in the construction of mutual actions by people, which are aimed at joint activities conducting. According to the results of empirical research, it is found that male and female students of a technical profile have different specifics of interpersonal interaction creation, in particular, they have different factors of interpersonal interaction and strategies for interpersonal relationships creation.

In this regard, the perspectives of further studies in this context is a thorough study of the problem of the formation of interpersonal interaction skills of technical profile students in the process of their professional training.

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