

Socio-Cultural Factors of Socio-Psychological Safety of Educational Environment at School

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Abstract-The article is based on an interdisciplinary approach and presents a regression model of socio-cultural factors of psychological safety the educational environment at school. The empirical stage of the study was preceded by a theoretical study of the topic. A Process- morphological model of the educational environment was developed to become the conceptual frame of the study. The purpose of the research was to investigate the effect of the different parameters of the school's sociocultural environment on psychological safety. The study sample consisted of 3225 students at the age of 13-17 years from 36 schools. Analysis of the data was performed using t-test for independent groups and multiple regression analysis. It was determined that the index of school's education rating, index of upbringing rating of the school, salary, type of the settlement, the psychological assistance in the region, gender and age of students connect with psychological safety of educational environment at school.

Keywords-*Socio-Psychological safety, educational environment*

I. INTRODUCTION

The changing socio-cultural living conditions give rise to the need for complicating the mechanisms of socio-psychological adaptation and socialization of the young generation. The inability to cope with the social challenges of our time creates a surge of deviations. At the same time, a number of specialists have already expressed the view that deviation is currently the norm. In particular, we can refer to P. Higgins and R. Batler who hold a position that "the phenomenon of deviation is an integral future of society" [1]. In these conditions, an appeal to the problem of the psychological security of the educational space is relevant and demanded. Increased episodes of violence at schools during the past twenty years have brought up the problem of the psychological safety of the educational environment to the fore. The understanding of the social and cultural factors that influence the psychological security of the educational environment at school will contribute to the timely preventive measures aimed at reducing riskiness of the educational space.

A. Edmondson considers psychological safety as psychological climate in the group. According to opinion of the scientist, psychological safety is the general confidence of members of the team that the team is safe for interpersonal risk acceptance [2]. E.N. Schein и W. Bennis

define psychological safety as degree in which people feel safe and are sure of the ability to operate changes [3]. So in psychology, the psychological safety of the educational environment is analyzed at the level of studying the character of interpersonal relations. Contextual factors of psychological safety of the educational environment remained poorly studied. The purpose of the research was to investigate the effect of the different parameters of the school's sociocultural environment on psychological safety.

Based on this, the study focused on the following *research question*: What are the characteristics of the school's socio-cultural environment which affect the psychological security of the school?

II. THEORETICAL FRAMEWORK

Ecological approach became the theoretical base for this research. The basic postulate of this approach is to examine the personality in the framework of the "individual-environment" system, where the concept of the environment is given key value. One of the founders of the ecological approach J. Gibson defines the environment as a set of environmental opportunities (conditions) that are supplementary to the vital needs of the individual. At the same time, J. Gibson understands environment first of all as natural conditions of human habitat as a biological species [4]. However, due to the increasing technologization of the environment, it is important to turn to the analysis of not so much natural conditions as anthropogenic or sociocultural ones.

In the framework of the present study a system "subject of the educational process - school's socio-cultural environment" is under consideration. The social and cultural environment of the school is defined by the author as a set of psychological, pedagogical, socio-economic, geographical and informational conditions of the educational process, which allow the subject of the educational process to realize his goals taking into account possibilities provided in the education system.

The theory of anomie by E. Durkheim was applied to disclose the psychological security educational environment problems related to the socio-cultural environment [5]. E. Durkheim defines anomie as such a condition of society, in which there is no precise sequential regulation of people's behavior, and a standard vacuum is

formed. The author understands that the main problem of interaction between the subject of the educational process and the socio-cultural environment of the school lies in the inability to form personal goals and determine the possibilities of the environment in conditions of uncertainty and value-semantic vacuum.

III. RESEARCH METHODOLOGY

As a result of the construction of the educational environment ontological picture by the method of ontological deployment, an educational environment was designed, consisting of 4 core processes that determine its specificity: individualization, formation, modernization and integration [6]. The implementation of each core process is carried out by the corresponding structure, conventionally called the “process carrier”, and the model of the designed educational environment is called the “Process-morphological model of the educational environment”. The goal of each process, implemented by the relevant structures, is to achieve a specific result.

Within the educational environment the goal of individualization, which the social bloc performs, is to activate the personality; the purpose of the formation, which is carried out by the didactic block, is the training and education of the individual; the goal of the modernization that the management unit performs is compliance; the goal of integration, which is carried out by the spatial-object block is the translation of the norms of activity and thinking.

The sociocultural risks of the educational environment at school are understood as the degree of divergence of purpose and result due to the nonconformity of the morphological structure to the procedural structure within polystructural system of the educational environment. And the psychological safety of the educational environment at school, in turn, is defined as the consistency of the components of the educational environment polystructural system, ensured by the conformity of the processual morphological structure through a set of psychological, educational, socio-economic, geographical, environmental conditions of the educational process.

The social block can be characterized as a system of relationships and interactions of the subjects of the educational process within the educational environment

frame. Important within the core process of individualization is the organization of interaction at the level of dynamic equilibrium of the goals and values of the subjects of the educational process, as well as the individual and the various groups and groups involved in the educational system. The underlying risk in the framework of this block is the loss of subjectness and social apathy, anomie.

The didactic block is determined by the effectiveness of training and education. The spatial-object block is associated primarily with the territorial location of the school. The topological consideration determines cultural norms and stereotypes, opportunities, prospects. Despite the processes of globalization, the system of interactions and life are still dominant in determining the consciousness and behavior of the individual.

IV. METHOD

The study applies the selected sociocultural factors: training, education, psychological, social, economic, and geographical. The predictor variables included (a) average salary in rubles survey item, (b) the percentage of the employed people in the region survey item, (c) index of school’s education rating, (d) index of upbringing rating of the school, (e) type of the settlement, (f) the availability percentage of school psychologists in the in the region, (g) psychological service, h) index of student’s gender and age (Table 1). Information about contextual factors was obtained on the republican portal of the Ministry of Education and Science and on the website of the Federal State Statistics Service. The outcome variable included pupil’s sociocultural safety index. It was investigated by author’s technique “Adolescence socio-cultural safety index” (Table 1).

The study was conducted in the year of 2017. The study sample consisted of 3225 students at the age of 13-17 years from 36 schools. The study covered 9 regions with 4 schools in each. The regions were selected on the principle of minimal or maximal expression of one of the investigated sociocultural variables of the psychological safety of the educational environment at school.

Analysis of the data was performed using t-test for independent groups and multiple regression analysis.

TABLE 1. DESCRIPTIONS OF MEASURES INCLUDED IN ANALYSES

Outcome variable Index of safety	Technique “Index of sociocultural safety of the school student” (E. Gilemkanova). 3375 pupils from 13 to 16 years (53% of girls, 47% of boys) participated in a research. Psychometric characteristics of a technique are provided: reliability ($\alpha_{Cr} = 0.76$), validity ($r = 0.71$), discriminatory power ($\delta = 0.9$).
Contextual variables	
a) Salary	Average amount of salary in rubles
b) Employment	Percentage of employed people in the region
c) index of school’s education rating	The integral characteristic of the school’s education rating includes the following figures: the proportion of the winners of competitions, proportion of students who have received the 80 points or more on State Unified Exam (all subjects), the average score for Russian Language on State Unified Exam and the average score on the subject of choice, proportion of students who did not pass State Final Certification.
d) index of upbringing rating of the school	The integral characteristic of efficiency in the sphere of additional education and upbringing is made up by the following indicators: resource provision of education, development of additional education in educational organizations, cultural and recreational sports and mass work, the development of children’s movement, citizen-patriotic and artistic activities, prevention of asocial behavior, suicides, addictions in children and teenagers
e) type of the settlement	3 types were identified: city, urban-type settlements, village. In the study, the status of the city had 3 settlements, urban-type settlements -3, villages -3.
f) the availability percentage of school psychologists in the in the region	The indicator was calculated on the basis of correlating the number of school psychologists in schools to the total number of students within each territorial unit.
g) Psychological service	The indicator was calculated on the basis of existence and efficiency of psychological service
h) Index of student’s gender and age	Gender: female / male Age: group 1: 10-11; group 2: 12-13; group 3: 14-15; group 4: 16-17.

V. RESULTS AND DISCUSSION

Bivariate comparative analysis shows reliability of distinctions practically of all studied indicators on high significance value (table 2).

The index of tension of psychological safety is higher in group 3, and the lowest in group 1 (Fig.1).

Multiple regression analysis showed that all studied parameters have an impact on psychological safety of educational environment at school.

TABLE 2. THE COMPARATIVE ANALYSIS OF AVERAGE VALUES OF PSYCHOLOGICAL SAFETY OF EDUCATIONAL ENVIRONMENT DEPENDING ON THE STUDIED PARAMETERS

T-tests; Grouping	Mean 3 (high level)	Mean 1 (low level)	t-value	df	p
Index of school’s education rating	12,93	12,67	2,476	2103	0,013
Index of upbringing rating of the school	12,79	13,10	-2,82	1855	0,005
Salary	12,93	11,65	9,490	1765	0,000
Employment	13,08	13,01	0,587	1650	0,557
City (3) / village (1).	12,93	12,39	5,029	1892	0,000
The availability percentage of the psychological assistance in the region	12,81	12,51	3,253	2623	0,001
Gender: female (1) / male (3)	12,63	12,98	-4,14	3065	0,000
Age: 16-17 (1) / 14-15 (3)	12,87	12,41	2,478	1949	0,013

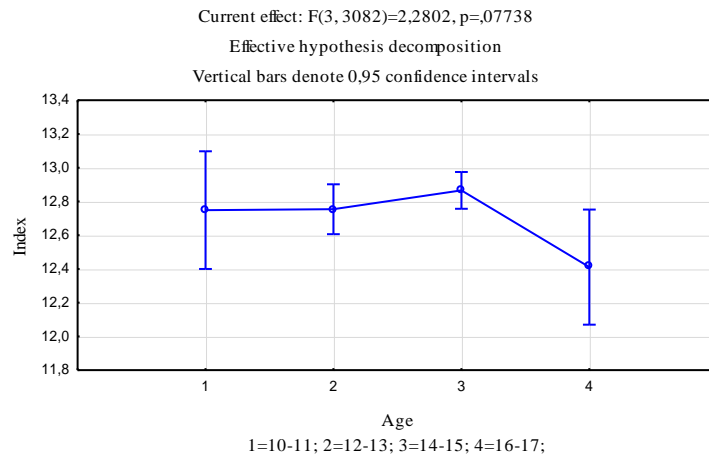


Figure 1. The comparative analysis of average values of psychological safety of educational environment depending on age of students

TABLE 3. RESULTS OF REGRESSION ANALYSIS

N=3225	Regression Summary for Dependent Variable: Index of safety R= ,188 R ² = ,04 F(7,3217)=16,795 p					
	b*	Std.Err. of b*	b	Std.Err. of b	t(3217)	p-value
Intercept			8,23	1,13	7,30	0,000
Index of school's education rating	-0,30	0,11	-0,06	0,02	-2,67	0,008
Index of upbringing rating of the school	0,16	0,07	0,07	0,03	2,21	0,028
Salary	0,22	0,05	0,08	0,02	4,62	0,000
Employment	0,41	0,09	3,83	0,86	4,47	0,000
Type of the settlement city, urban-type settlements, village	0,42	0,09	1,30	0,27	4,81	0,000
The availability percentage of school psychologists in the in the region	-0,23	0,07	-6,09	1,90	-3,20	0,001
Psychological service	-0,18	0,05	-0,53	0,14	-3,75	0,000

The developed model shows that environmental factors of the education environment directly influence the socio-cultural safety of the educational environment at school in amount of 4%. This result is comparable to the risk factors for health loss, where environmental factors account for up to 10%.

VI. CONCLUSION

1. The higher the educational rating of the school, the more intense (higher) the student's problems with psychological safety of educational environment at school, that is, the higher the socio-psychological vulnerability, disintegration, and ego-alienation of the student in the educational environment.

2. The higher the upbringing rating of the school, the weaker (lower) the index of the socio-cultural safety of the student. The issue of combining schools with a high educational and upbringing rating in order to investigate the formation of the psychological safety needs more detailed study.

3. The cultural tension index of the pupil is higher in the regions with high salaries than in the regions with low salaries which also characterizes the same rule as for the type of settlement, correspondingly in the cities the index of sociocultural tension of the pupil is higher. The availability percentage of the psychological assistance in the region connected with the type of the settlement also obeys the same rule and does not affect autonomously the sociocultural safety of the educational environment in the region. At the same time, there appears a question whether it is necessary to analyze the neighboring schools by conducting a comparative analysis of schools on the basis of the presence of a school psychologist in the staff.

4. In the boys' sample, the socio-cultural tension index is higher than in the girls' sample.

5. The greatest difference in the index of socio-cultural tensions can be traced between the age groups of 14-15 and 16-17 years. Starting from early adolescence, there is an increase in the index of a socio-cultural tension, which peaks at the age of 14-15 years, and then decreases quite sharply. At the age of 16-17 years, a pupil becomes less

sensitive to the features of interpersonal relations. His life task changes from acquiring group identity to search for professional identity and professional self-determination. He becomes more tolerant to himself.

Significance.

At the same time, we assume that the influence of contextual factors on the socio-cultural safety of the educational environment at school is mediated by the type of student's personality, which is formed in a specific environment depending on the specifics of the sociocultural environment of the school. The type study of student's personality together with the level of socio-cultural security of the educational environment at school is the immediate prospect for further scientific research.

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