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# SAFETY FEATURES AND PSYCHOLOGICAL HEALTH OF STUDENTS DURING AND AFTER DISTANCE LEARNING (on the example of students in grades 5-9)

**Khairova Zulfiya Rafikovna<sup>1</sup>**

**Knysheva Tatiyana Petrovna<sup>2</sup>**

**Kanafina Karina Maratovna<sup>3</sup>**

**Vučenović Aleksandra<sup>4</sup>**

**Abstract:** The article reflects the relevance of maintaining a sense of security and psychological health of students in the terms of distance learning. The presented theoretical review shows the study of the problem of a sense of security and psychological health in national and foreign studies. The results of the study reveal the peculiarities of the psychological health of the individual and the sense of security during distance learning and after its finishing.

**Keywords:** *psychological health, students, sense of security, distance learning.*

## INTRODUCTION

Distance learning today seems to be a promising and relevant direction not only for education in general, but also for some situations of self-development. This is an opportunity to obtain the necessary knowledge in limited conditions: geographical, territorial, physical, economic, etc. (Sagindykova, A. S. , 2015: 495-498). Unlike traditional classroom learning, distance learning, on the one hand, saves some resources, on the

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1 Department of Psychology and Pedagogy, Faculty of Philology, Peoples' Friendship University of Russia, Moscow, Russia.

2 State Budget Educational Institution basic secondary school Primorsky settlement, Stavropol district, Samara region, Russia.

3 Department of Psychology and Pedagogy, Faculty of Philology, Peoples' Friendship University of Russia, Moscow, Russia.

4 Independent university of Banja Luka.

other – spends others. Its implementation does not require the presence of a teacher in one geographically designated audience, while interaction can be carried out at a distance while preserving all components of the educational process: goals, methods, tools, etc. Distance learning implemented by IT technologies provides for other, special energy costs: the presence of continuous telecommunications, the Internet, computers, various software devices, etc.

The search for information on the Internet is facilitated by its accessibility and representativeness, which strengthens the cognitive interest not only of an adult, but also of a child. However, uncontrolled wandering through its pages often increases the risk of being involved in unwanted views or pastimes. In turn, it affects the psychological health and sense of personal security of both an adult and a child, in particular (Khayrova Z.R., Knysheva T.P., Kuklenkova A.V. , 2021:391397) Since during the search for the necessary information, the student may encounter visits to dangerous sites: duplicate sites, propaganda, scammers, Internet games, mobile subscriptions, etc. In this regard, during the period of distance learning, there is an increasing need for monitoring the use of Internet resources to preserve the psychological health and sense of personal safety of the student.

The aim of the study is to identify the features of psychological health and a sense of personal security during and after distance learning.

The object of the study is the sense of security and psychological health of students.

The subject of the study is the peculiarities of psychological health and a sense of personal security during and after distance learning.

Research objectives:

1. To study the problems of research on feelings of security and psychological health in national and foreign sources.
2. To determine the characteristics of the psychological health of students and a sense of personal security during school education in the conditions of distance learning and after its completion.
3. Compare the manifestation of psychological health and a sense of security among students during distance learning and after its completion.

The hypothesis of the study is the assumption that the level of personal safety and psychological health of students differs during and after the completion of distance learning.

## **THEORETICAL REVIEW**

The need for security is presented in the theory of the hierarchy of needs by A. Maslow as one of the basic ones in human life (Maslow, 2019: 400). Security is not only a sense of security from external threats due to the presence of strong walls and a roof over your head, but also a set of certain knowledge, skills and abilities that help protect yourself from undesirable events that carry a direct or indirect threat (Zotova, 2011: 84-91).

Personal safety as a protection of oneself and one's environment can be organized not only through the involvement of professional assistance, but also through an internal culture of personal safety (Rodachin, 2004: 14-17) which minimizes the primary risks to health and psychological comfort. The more developed the culture of personal security, the less risks may arise: physical (injuries, cuts, bruises), informational (violation of confidential information), property (loss of personal values), psychological (negative reactions, stress, depressive states, provocations) and social (loss of status, bullying, mobbing) (Rodachin, 2004: 14-17). However, awareness of the observance of personal security measures does not mean their adoption. The probability of encountering undesirable events can lead to both physical and psychological changes: avoidance, withdrawal, increased anxiety, aggressiveness, resentment, etc.

The importance of considering security in the unity of physical and spiritual and moral characteristics as regulating the relationship between people and the environment is noted in the research of A.Y. Mozdakov. In his opinion, spiritual and moral security plays a certain role in various strategies for eliminating information, environmental, military and other types of threats (Mozdakov, 2008).

To maintain a sense of security today, it is necessary to have prudence, sufficient self-control and prudence. These personal qualities strengthen the feeling of confidence and security, which, in turn, affect the overall psychological health (Maslow, 2019:400).

The term "psychological health" was first proposed by I.V. Dubrovina and it was considered in inseparable connection with the concept of "mental health". At the same time, psychological health, unlike mental health, is closely related to the highest manifestations of the human spirit (Dubrovina, 2009: 17-21).

As noted by A.V. Shuvalov, it characterizes the process and result of the normal development of subjective reality within the individuality of

a particular person's life in the appropriate conditions of development . (Shuvalov, 2009: 87-101).

Modern national and foreign psychologists note that psychological health is caused by the interaction of biological, social and psychological factors (Ufa: AETERNA, 2018. : 244 ): so L.I. Braiko presents the model of personal health in the form of special laws of health conservation and health development of the “person” system; E.Y. Brunner believes that psychological health is directly related to the manifestation of inattention, distraction and distraction; E.S. Kostenko points to the negative impact of prolonged conflict on the state of psychological health of the individual; O.B. Martynyuk considers psychological health from the position of understanding the essence of values; L.V. Bura emphasizes the importance of preventing maladaptation during the transition from the primary level to the main one in order to preserve the psychological health of students; A.A. Kovalevskaya notes the need for early training in emotion management, and O.N. Usatenko considers psychological defenses that carry out integrating the function of the psyche (Grigoriev, 2018: 8-33), (Ufa: AETERNA, 2018. – 244 ).

From the point of view of O.V. Khukhlaeva, when describing psychological health, the key word is “harmony”, which implies a certain balance between a person and the world around him, between his individual and social needs ( Khukhlaeva , 2001:208).

Psychological health in inseparable connection with mental health is also considered by I.I. Galetskaya, meaning the unity of social, spiritual and emotional well-being (Galetskaya, 2015: 66-69).

As a general indicator of psychological health, many researchers point out the experience of happiness and a sense of inner satisfaction, stress resistance, the ability to find their own resources in a difficult situation, the completeness of emotional and behavioral manifestations of personality, reliance on their own inner essence, self-acceptance, etc. (Vodiha, 2013: 114-120), (Bessonova, 2013:30-35).

Based on the above, we note that personal safety and psychological health in the conditions of distance learning affects the level of personal well-being, which includes social, emotional and intellectual aspects of personality development.

## **ORGANIZATION AND METHODS OF RESEARCH**

The study was carried out on the basis of the general educational school of Primorsky in two stages. Students from 5th to 9th grade in the number of 109 people, at the first stage of the study, were on distance learning from October to November 2020. The second stage of the study was carried out at the end of December 2020 after distance learning. The testing was aimed at identifying the level of personal safety and psychological health of students during and after distance learning. To determine the first criterion of interest to us, the questionnaire “Feeling of security” and the method of were used. Spielberger-Khanin, aimed at identifying situational and personal anxiety, differentiating anxiety as a state and as a personal property. To determine the features of the second criterion, a “Psychological health” test and a self-control questionnaire was used. Testing according to the Spielberger-Khanin method was carried out using 2 forms: one form measured the level of situational anxiety, and the second - the level of personal anxiety as an indicator of the psychological health of students. Statistical processing of the obtained data was carried out using the IBM SPSS Statistics 24 statistical program. Comparative analysis was carried out using a t-Student for connected equally numbered samples.

### **Presentation of research results**

In the course of the study conducted for the period of distance learning, 85% of students have an average level of feeling of security, 13% have a high level and 2% have a low level (Fig. 1). After distance learning, a month later, the proportion of students with a high level of feeling of security increased by 2 times to 29%, while the percentage of students with an average level decreased to 71%, and with a low level to 0%. This indicates that the majority of students, having a relative knowledge of their own safety, feel more secure in a group of their own kind than in an isolated situation. In this case, support and acceptance in the student team give confidence and stability, the opportunity to seek help or provide it if necessary.

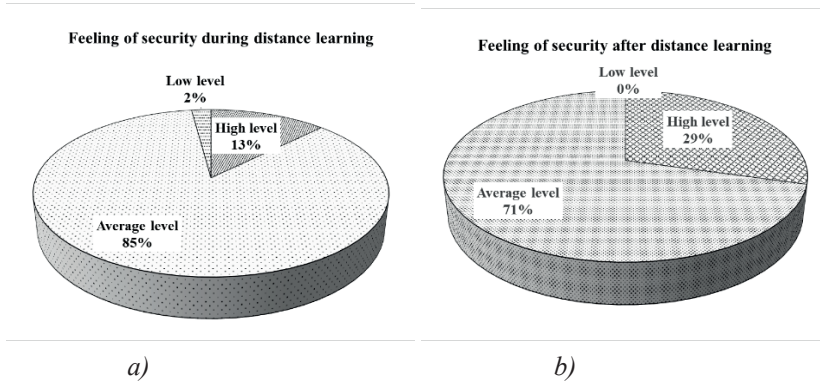


Figure 1. Students' sense of security during (a) and after (b) distance learning.

In Figure 2, it can be noted that there is a significant difference in the range of upper and lower values of the feeling of security among schoolchildren during and after distance learning.

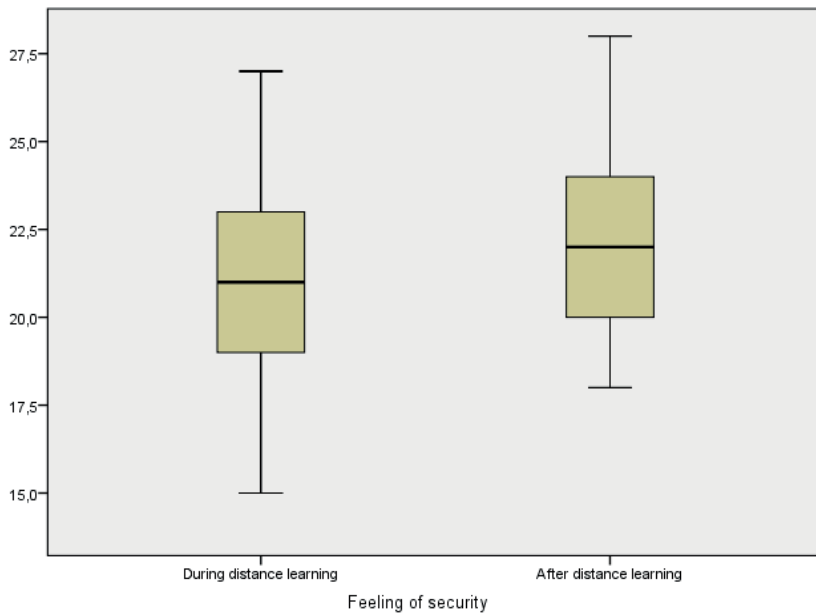


Figure 2. Distribution of the average values of the "sense of security" of students during and after distance learning.

In the course of a comparative analysis of the averages in both study conditions, the statistical difference is also confirmed. The results obtained are presented in Table 1.

Table 1. Comparison of the average indicators of the “sense of security” with the use of a t-Student for connected equally numbered samples ( $n=109$ , with the degree of freedom  $n-1 = 108$ ).

Comparison of average values during and after distance learning		
Researched variables	t-Student	Significance (two-sided)
The sense of security	-13,704**	0,000

In accordance with the interpretation of the indicators of situational and personal anxiety presented in Figures 3 and 4 can be identify the following features of its manifestation during after distance learning:

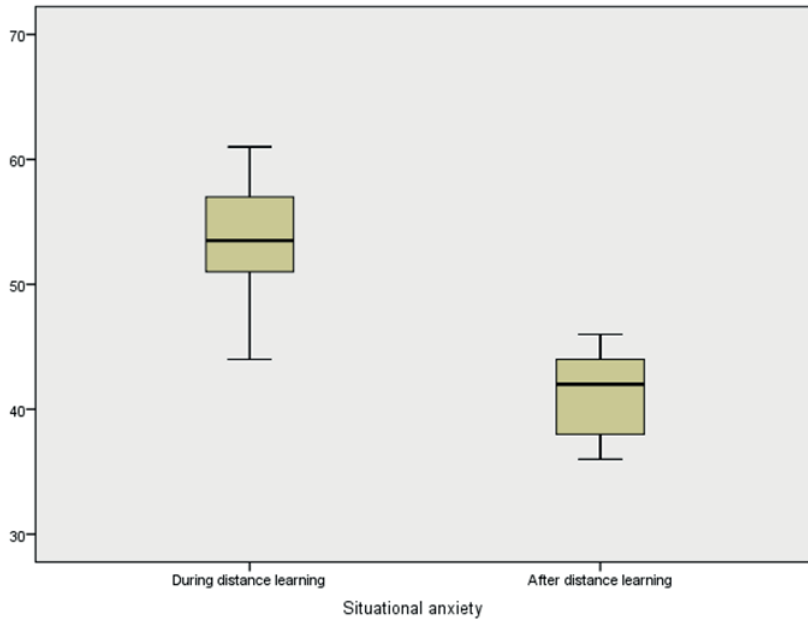


Figure 3. Distribution of average values of “Situational anxiety” of students during and after distance learning.

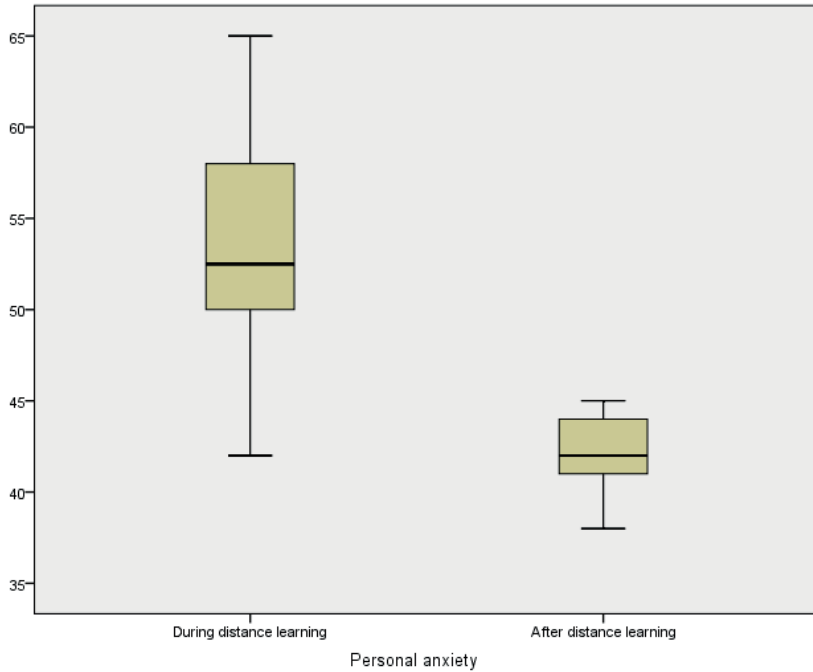


Figure 4. Distribution of average values of “Personal anxiety” of students during and after distance learning.

As shown in Figures 3 and 4, the range of upper and lower values in both cases has statistically significant differences, which is also confirmed by the results of comparative analysis in Table 2.

The data obtained indicate a decrease in indicators to 44-45 points, which is characteristic of moderate manifestations of both situational and personal anxiety.

Table 2. Comparison of the average indicators of “situational and personal anxiety” using t-Student for connected equally numbered samples (n=109, with a degree of freedom of n-1 = 108).

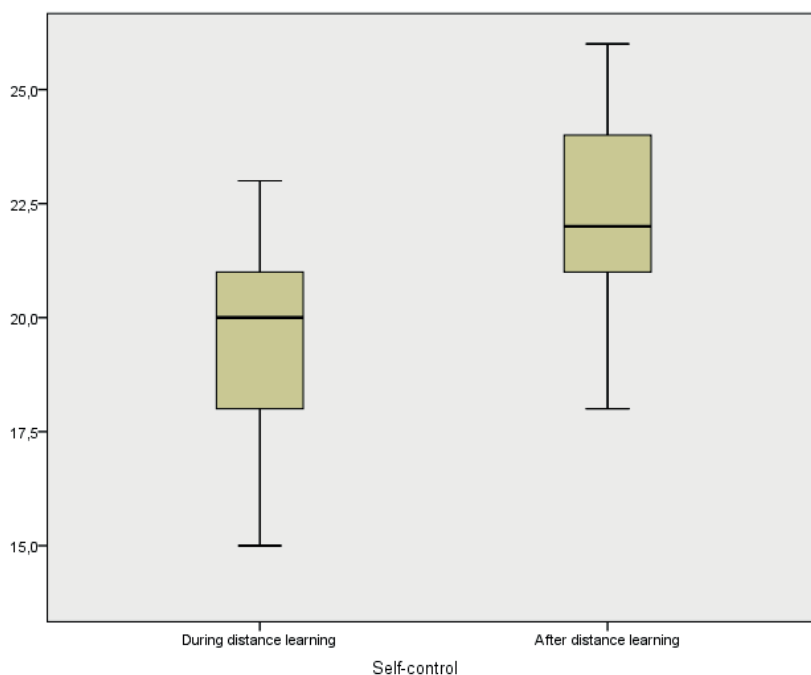
<b>Comparison of average values during and after distance learning</b>		
Researched variables	t-Student	Significance (two-sided)
Situational anxiety	13,305**	0,000
Personal anxiety	10,987**	0,000

This decrease is due to the openness of control from the outside, the appearance of competence and activity, which is more offered in the traditional (classroom) form of training. High indicators of situational and personal anxiety may be due to the student’s current ability at the time of online study, the presence of extraneous obstacles or distractions from



the outside. Accordingly, unexpected interference in the distance learning of dangerous messages is perceived as threatening or catastrophic, for example, disconnection or interference in the Internet broadcast at the most crucial moment, distortion of the audio or video signal. In such situations, there is a high probability of affective reactions, conflicts, the creation of various kinds of psychological barriers that prevent effective interaction with other people.

According to the study of the level of self-control shown in Figure 5, it is possible to note an increase from medium and low levels corresponding to the range of 15-23 points to medium and high – 19-26 points. This indicates the ability to manage their behavior, time, self-organization in classroom settings. There is a feeling of the regularity of the day and its distribution.



*Figure 5. Distribution of average indicators of self-control of students during and after distance learning.*

A static comparison of self-control indicators, during and after distance learning with the help of a t-Student revealed significant differences at the level of  $p \leq 0.001$  (Table 3).

Table 3. Comparison of the average indicators of “self-control” using a t-Student for connected equal-numbered samples (n=109, with a degree of freedom of n-1 = 108).

<b>Comparison of average values during and after distance learning</b>		
Researched variables	t-Student	Significance (two-sided)
Self-control	-9,203**	0,000
Psychological health	-20,949**	0,000

When considering the results of the psychological health of students presented in Figure 6, it can be noted that the range of statistical indicators increased in the post-distance period both in the upper and lower limits of values.

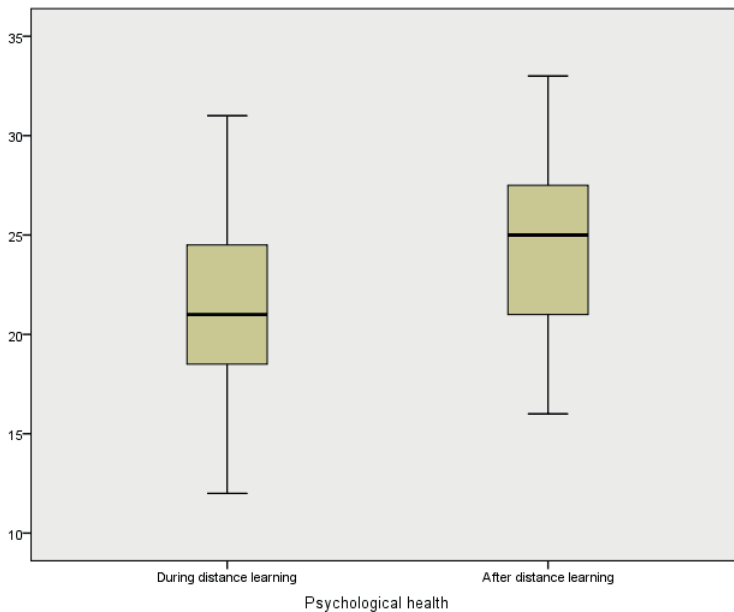


Figure 6. Distribution of average indicators of psychological health of students during and after distance learning.

The obtained comparative analysis data given in Table 4 confirm statistically significant differences in psychological health indicators during and after distance learning.

Table 4. Comparison of the average indicators of “situational and personal anxiety” using a t-Student for connected equal-numbered samples (n=109, with a degree of freedom of n-1 = 108).

<b>Comparison of average values during and after distance learning</b>		
Researched variables	t-Student	Significance (two-sided)
Psychological health	-20,949**	0,000

The presented changes are probably due to a combination of the following conditions: the presence of a sense of security and relative self-control, a corresponding decrease in situational and personal anxiety.

## **CONCLUSION**

The hypothesis put forward earlier about the presence of differences in the manifestation of personal safety and psychological health during and after distance learning has been confirmed. The use of distance learning specifically affects the sense of personal security and the general psychological health of students, due to reduced internal or external control. It is proved that students feel more secure in a study group than in an isolated learning situation, since the support and acceptance of the team give more confidence and reliability. Therefore, when conducting distance learning, it is necessary to take into account the optimal organization of conditions corresponding to a sense of personal security.

## **БЕЗБЈЕДНОСНЕ КАРАКТЕРИСТИКЕ И ПСИХОЛОШКО ЗДРАВЉЕ УЧЕНИКА ТОКОМ И НАКОН УЧЕЊА НА ДАЉИНУ (на примјеру ученика 5-9 разреда)**

**Апстракт:** Чланак одражава важност одржавања осећаја сигурности и психичког здравља ученика у условима учења на даљину. Изложени теоријски приказ приказује проучавање проблема осећаја сигурности и психичког здравља у домаћим и страним студијама. Резултати студије откривају особености психолошког здравља појединца и осећаја сигурности током учења на даљину и након његовог завршетка.

**Кључне ријечи:** *психолошко здравље, ученици, осећај сигурности, учење на даљину.*

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