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Institute of Metallurgy and Ore Beneficiation JSC, Satbayev University, Almaty, Kazakhstan

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G.V. Valeeva

South Ural State University of Humanities and Education
Chelyabinsk, Russia. E-mail: valeevagv@cspu.ru
ORCID ID: <https://orcid.org/0000-0003-3140-1627>

Ulzhan Urazaliyeva

SDU University, Almaty, Kazakhstan
ulzhan.urazaliyeva@sdu.edu.kz
<https://orcid.org/0000-0001-7517-0555>

Z.I. Tyumaseva

South Ural State Humanitarian Pedagogical University
Chelyabinsk, Russia. E-mail: zit@cspu.ru
ORCID ID: <https://orcid.org/0000-0001-5895-0605>

Cyntiani Putri

Universitas PGRI Yogyakarta, Jl. IKIP PGRI I Sonosewu
No.117, Sonosewu, Ngestiharjo, Kec. Kasihan,
Kabupaten Bantul, Daerah Istimewa Yogyakarta 55182,
Indonesia. E-mail: cyntiawuxinni@gmail.com

Gulzhaina K. Kassymova

Abai Kazakh National Pedagogical University;
Institute of Metallurgy and Ore Beneficiation JSC, Satbayev University, Kazakhstan
E-mail: g.kassymova@abaiuniversity.edu.kz
ORCID ID: <https://orcid.org/0000-0001-7004-3864>

Subjective Factors Contributing to the Development of Dependent Behavior in University Students

Abstract: *Introduction.* This article explores dependent behavior, specifically drug addiction, as a subjective issue stemming from imbalances in human development. The subjective factors contributing to the development of dependent behavior are identified, including "I-concept", "life script", and relational styles. The importance of implementing advisory strategies focusing on the subjective aspects of health is emphasized, as these strategies can help improve students by fostering their internal wholeness. The purpose of this work is to explore and explain the subjective factors involved in the formation of dependent behaviors and to assess the effectiveness of advisory techniques that focus on the subjective dimension of health in addiction prevention. *Materials and methods.* The method of the research is the logical-theoretical analysis of psychological-pedagogical and ecological-valeological literature devoted to the problems of self-preservation behavior and health; diagnostic methods, including observation, description, conversation, questioning, testing, and methods of statistical data processing. *Results.* The subjective prerequisites for the development of addictions in students of pedagogical University, as well as the conditions that prevent their development, are identified and described. The technology of Advisory activity on the subjective component of health as a technology of prevention and correction of dependent behavior is developed. *Discussion.* Based on the study, it is noted that dependence on external circumstances and the will of others reduces the level of the subjectivity of students and leads to various health problems, so prevention and psychocorrection of dependent behavior (personal improvement) are considered as a resolution of internal contradictions of the "I-concept". The solution to this problem occurs within the framework of counseling on the issues of the subjective component of health. *Conclusion.* The research concludes that university students possess subjective factors that lead to the development of dependent behaviors. Psychological support is essential for fostering inner harmony by addressing contradictions in the "I-concept". This support can be provided through advisory techniques aimed at improving students' health and encouraging internal coherence.

Keywords: "I-concept", Advisory activity, health, subjective component, dependent behavior, health improvement, attitude, University students.

Introduction

In the context of university students, these subjective prerequisites influence not only their academic performance but also their social interactions, decision-making, and overall behavior. The study by Arpentieva et al. (2022) explores the ecology of human understanding, emphasizing how individuals interpret and interact with the world around them. For university students, this means that their perceptions of

learning environments, peer relationships, and even institutional structures play a key role in shaping their behavior. Roney et al. (2024) further emphasize the importance of understanding how environmental and internal factors converge, especially in the context of drug discovery, which can be seen as a metaphor for the student's journey of discovery and decision-making.

At present, the spread of drug addiction among young people is an alarming problem. Raising awareness among students should protect them from drug addiction and motivate them to maintain their health. A healthy generation ensures the progress of society and the future of Russia: people who are mentally and physically healthy, capable of self-development, have universal aspirations, social standards of life, value orientations and positively realize themselves in society. Research by Lenskaya et al. (2022), Roney & Aluwi (2024) and others showed that teenagers start taking drugs for many reasons: dysfunctional families, the pernicious influence of peers, the desire to look "cool" and independent in the eyes of acquaintances, accidental or forced initial use and too rapid addiction to a narcotic substance. However, most specialists Gladding (2002), Arpentieva et al. (2022) agree that the problem of drug addiction should be considered as a physiological and personal problem, noting that both genetic predisposition and environmental conditions determine the development of addiction: in 50–60% of cases, the likelihood of drug addiction is associated with genetic factors, and in 40–50%, addiction is caused by intrapersonal contradictions.

It has been found that if a parent is addicted to drugs or alcohol, the risk of developing addiction for the child increases 8 times (Burns, 1986).

We consider addiction as compensation for the one-sidedness of human development, as a lack of development experience (Valeeva, 2018). There is no specific psychological reason for the formation of addiction, there is a set of violations of subjective factors ("Self-concept", "meaning of life", "hierarchy of development priorities", "type of relations with the World" (dominance, submission, partnership, isolation). With a certain nature of the interaction of natural and social conditions of the environment with subjective factors, addictive behaviour is formed (use of substances that change the mental state of a person and cause organic lesions in the body). The set of violations of subjective factors relates to the subjective component of health. At the same time, the subjective component of health plays an integrating and guiding role, therefore psychological assistance is aimed primarily at it.

Research Materials and Methods

The study of subjective prerequisites for the formation of addictive behavior in students was conducted at the South Ural State Humanitarian and Pedagogical University over a period of 8 years (from 2011 to 2018). It involved 2,010 first-year students, including 1,340 girls aged 17 to 19.

To collect empirical data, the following were used: "The program for comprehensive diagnostics of the subjective component of health "Harmony" (Valeeva, 2018) and the "Self-actualization test (A. Maslow)". To study the "I-concept" as a system-forming factor that makes it possible to describe the subjective component of health, the technology of personal development "Psychology of the image" was used. The study of students' propensity for deviant behavior was carried out using the method of Orel (2015).

Research Results

The study revealed the students' attitudes to factors that contradict the concept of a "healthy lifestyle". Of the 159 first-year students, 30.2% do not smoke; 37.08% smoke, 14.4% do not drink alcohol; 24% drink alcohol; 61.5% sometimes drink alcohol. Students (37.6%) are afraid of drug use; 53.8% of students sympathize with those who already use drugs, and 8.6% of students are at risk.

Studying the tendency to deviant behavior in first-year students (girls aged 17-19) using the method of Orel (2015), we note that 20% of students have a predisposition to self-harming and self-destructive behavior; 20% - escape from reality by changing their mental state, they are prone to an illusory-compensatory way of solving personal problems; 20% of students show signs of aggression and violence; 20% of students are prone to illegal actions that are harmful to others (delinquent behavior); 33% of subjects tend to overcome norms and rules and 13% - experience weak volitional control over emotional situations.

Analysis of the obtained data confirmed the need to study the subjective prerequisites for the formation of addictive behavior and the possibility of psychological assistance.

Processing of the materials showed that 50% - 62% of first-year students need psychological support since they have various manifestations of psycho-emotional maladaptation (not health - not illness) and an average and low level of psychological readiness for recovery is noted.

Objective indicators of the social component of health are normal for all respondents: positive dynamics of academic performance, attendance of classes and the presence of essay groups. However, subjective indicators are as follows: 100% of students have extremely high stress levels (more than 300 points in the stress resistance assessment according to Holmes and Rago) - a threat of psychosomatic disease. Current needs of students (A. Maslow Test): protection and safety are relevant for 44% of students; love and belonging for 32%; self-esteem for 24%. The values of approximately 50% of students are egocentric.

Therefore, at the social level, we can characterize the students' lifestyle as subjectively dangerous, but objectively safe - "The Illusion of Danger". The subjective component of health is determined by the influence of the internal system of factors (the "I-concept", the meaning of life, the hierarchy of development priorities, and the technology of building relationships with the World) on maintaining a dynamic balance between the adaptive capabilities of the organism and the constantly changing environmental conditions. The core of this system of factors is the "I-concept". The quality of the subjective component of health is characterized by the state of the psychological characteristics of the individual. The problem of the subjective component of health lies in the totality of subjective difficulties expressed through the states of the mental characteristics of the individual, which are impaired in 50%-62% of students.

The analysis of the data obtained during the study of the "I-concept" showed that 50% of students are impulsive, 30% exhibit an emotional type of perception and response, and only 20% of girls exhibit diversity in perception and response; 70% of respondents are diagnosed with pronounced egocentrism, but 30% can consider someone else's point of view as worthy of attention; for 60% of respondents, problems associated with personal development are relevant, and for 40%, issues of relationship with the "World" are relevant; 40% of female students dream of "being needed" and "developing"; 20% dream of emotional diversity; 60% are afraid of losing control, 40% - of becoming unnecessary; 70% - see a resource in their emotional-volitional characteristics, 10% - in their attitude to life, 20% - are not aware of it. 80% of students have an "inanimate" "I-concept", which indicates the absence of manifestations of subjective activity and a high level of dependence on external circumstances and someone else's will, and 50% of students have "I-concepts" that do not have a specific structure and belong to the realm of illusions ("flight of fantasy", "fantasy", "world", "sky", "pink haze", etc.).

Analysis of the request for psychological help showed that the students themselves understand their health problems. 43% of students seek psychological help due to impaired self-esteem ("I am not confident in myself"); 23% - regarding interpersonal relationships and difficulties in the emotional-sensory sphere; 19% - regarding self-realization; 8% - with the definition of life goals; 7% - regarding psychosomatic manifestations.

To provide psychological assistance to students on issues of the subjective component of health, we have developed a technology for individual and group consulting activities on issues of the subjective component of health. By consulting on the subjective component of health we mean the organization and support of the process of awareness and resolution by a person of suffering caused by the violation of the dynamic balance between his adaptive capabilities and the constantly changing conditions of the environment. Such consulting is a creative process, during which both the study of the attitude to the violation of this balance and the search for ways to restore it at a new level of development occur [4; 5].

The technology of consulting activities on the subjective component of health includes six stages: coordination of expectations; analysis of the subjective component of health; psychological work with the "I-concept" and "life scenario" as system-forming factors of lifestyle; definition and correction of the style of relationships; forecasting a healthy lifestyle; modeling a healthy lifestyle scenario by a student. After the process of counseling on the subjective component of health, which includes up to twelve sessions, the level of psychological readiness for recovery increases: maladaptation in the psychoemotional, cognitive, psychophysical components of psychological readiness for recovery and the indicator "aggression" (value-motivational component) statistically significantly decreases ($p < 0.03$ (0.025); $p < 0.02$ (0.011); $p < 0.01$ (0.002) (0.000); (0.000; 0.001) (0.002)); and the formation of "values-means" corresponding to the formed readiness for activity statistically significantly increases ($p < 0.03$ (0.025)).

Research Discussion

The results of the study on the formation of dependent behavior allow us to conclude that most respondents are dependent on external circumstances and someone else's will and find it difficult to perceive themselves as subjects.

"Self-concepts" lead to the formation of a limiting life scenario "Denial" - "Don't do (do nothing)", "Don't feel" "Feeling is dangerous", which manifests itself at the social and emotional-sensory level of a person's relations with the World and does not allow self-affirmation through unity (professional, personal, social). Limitation is born from a conflict between the actual needs for self-affirmation, and love and the limiting attitudes "I have no right", "I am a small person", and "Feeling is dangerous", as internal components of the "Self-concept". This conflict forms an avoidant, dependent behavior (Valeeva, 2018; Tyumaseva & Valeeva, 2018).

Research of deviant behavior of first-year students (girls aged 17–19) using the method of A.N. Orel showed that future teachers are inclined to overcome norms and rules, which is expressed in the development of addictions that are associated with a weak level of volitional control over emotional situations and a tendency to self-harming and self-destructive behavior. Students of pedagogical universities have subjective prerequisites for the development of addictions. To carry out the prevention and psychocorrection of addictive behavior of students, it is necessary to resolve the internal contradiction of the "I-concept". The solution to this problem occurs within the framework of counseling on issues of the subjective component of health (Tyumaseva & Valeeva, 2019).

The path to personal recovery begins with accepting responsibility for one's problem (stage 1 of counseling), realizing the real problem, which is always connected with the conflict "I can" - "I want" (stage 2 of counseling), realizing the meaning of life, one's "I-concept" and life scenario, as well as the possibility of changing them, which allows the individual to manage his life and develop in harmony with himself and his purpose, and this makes a person's life meaningful, and himself happy (stage 3 of counseling). At the fourth stage of counseling, a person, relying on the meaning of life, the changed "I-concept" and life scenario, learns the technology of subject-subject interaction with the World, which allows him to be truly successful. At the fifth stage of counseling, the student, relying on a new understanding of himself and his capabilities about the World, learns to predict and model a healthy lifestyle through building a hierarchy of development priorities, as the main condition for personal self-government. The consultation ends with the consultant and the student modeling a healthy lifestyle scenario: alternative options for a person's attitude to life, more promising forms of behavior, expansion of the motivational sphere of the individual, etc.

A statistically significant increase in the level of psychological readiness for recovery after the process of consulting on the subjective component of health indicates an increase in the internal integrity of respondents and, accordingly, a decrease in the threat of developing addictive behavior.

Conclusions

Ultimately, the formation-dependent behavior of university students is not only a reflection of their academic capabilities but also a product of how they perceive, interpret, and respond to the world around them. By exploring these subjective prerequisites, we gain a deeper understanding of how university students navigate their educational experiences, driven by a mix of personal interpretations and external influences.

In conclusion, we note that the students' lifestyle at the social level is characterized as "subjectively dangerous, but objectively safe - "Illusion of danger". They have subjective prerequisites for the development of addictions, but good social control of behavioral reactions and the cultural and social environment of the university, as well as a healthy environment, reduces this risk to 50% of students. To improve a person's health (prevention and psychocorrection of addictive behavior), it is necessary to resolve the internal contradiction of the "I-concept" using the technology of consulting activities on the subjective component of health. The results showed that the tested technology of consulting activities allows providing psychological assistance to students, they become calmer, more tolerant towards others, flexible and efficient. Their ideas about their capabilities become more holistic. The means of achieving goals change to more altruistic ones: sensitivity, cheerfulness, responsibility, broad-mindedness, honesty, tolerance for the shortcomings of others, and their professional competence and adaptability also grow.

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