

# Psychological and Pedagogical Peculiarities of Romanian Students' Initial Socialization in Bukovina

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**Abstract:** The article deals with the issue of students' socialization during their studies at the university. The main peculiarity of the research under discussion is its focus on the contingent of students, who represent ethnic minorities in such a multiethnic area of Ukraine as Bukovina. The article lays particular emphasis on the peculiarities of such students' socialization at the initial stage of their university studies through comparing the obtained results of learning social-psychological adaptation as a part of the socialization process, as well as through the factors affecting it. The results, obtained within Romanian and Ukrainian study groups, are compared. The authors of the article have carried out the data analysis for each category of respondents. In this respect, they have traced the difference in first-year students' social-psychological adaptation. Based on the results of empirical research, the distribution of the levels of functioning of personal adaptability for each individual category of respondents was carried out, followed by comparative analysis. The empirical data obtained are described for Ukrainian and Romanian students in ethnically homogeneous and ethnically diverse academic groups. Within the study of the peculiarities of social-psychological adaptation as a component of the process of personal socialization, the study of the levels of personal and reactive anxiety was conducted. In addition, results were obtained concerning the study of the characteristics of social stress and general anxiety in the institution. Thus, on the basis of the analysis of diagnostic data, the description of the main psychological and pedagogical problems that influence the process of socialization of students representing the ethnic group "Romanians" (at the initial stage of their studies at the university) has been made.

**Keywords:** *ethnic minority; social-psychological adaptation; socialization; personal anxiety; social stress; general educational anxiety.*

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## 1. Introduction.

The process of socialization is an integral part of human existence. It lasts throughout person's life and has its own consequences and peculiarities at every stage. When it comes to socialization of students, particular emphasis should be laid on the availability of appropriate environment and favorable atmosphere for everyone in a higher education institution. The issue of studying the impact of learning conditions on the style of students' socialization (in the context of ethnicity) also requires attention. Therefore, the necessity to study the socialization peculiarities of ethnic minorities in the aspect of their coexistence with a prevailing ethnic group is very relevant.

All the issues related to the problem of socialization of a person as a whole and the peculiarities of his / her adaptation in the multiethnic environment (Lebedeva, 2009, pp. 97-124) in particular are the basis for determining the specific features and discrepancies of this process for different categories of students - Ukrainians and Romanians. Accordingly, one of the objectives of this investigation is to analyze the results of the empirical study of the psychological features of the process of socialization of students at the beginning of their studies in higher education institutions.

## 2. Theoretical foundation and related literature.

Many scholars have focused their attention on the problem of person's socialization. The latter has been investigated in numerous works by the representatives of different schools of Psychology: L. Vygotsky, L. Kolberg, G. Kostyuk, O. Leontiev, T. Parsons, J. Piaget, P. Chamaty, and others.

Within the framework of research on the problem of socialization in different scientific contexts, the issues of social and psychological peculiarities of the individual's entry into the social environment were considered by Abulkhanova-Slavskaya (1981), Andreeva (2001), Ball, (2006, pp. 218-231), Bandura (2000), Bekh (2003), Lozhkin (2007), Moskalenko (2005), Mudryk (1991), Petrovsky (1984), Piren (2007), Sobkova (2009, pp. 285-289), etc. Apart from that, Ikonnikov (1988), Lysovsky (2000), Posnova (2008) and other researchers dealt with the issue of students' socialization, whereas Alekseeva(2016), Astin (2000), Bulaev (2016), Eyler, (2002), Furdyu (2018), Jonasson (2012), Mishchenko (2011), Movchan (2015), Pomohaci (2016), Rudkevich (2016) Sopa (2016), Tierney (1996), Weidman (2006), Vainola (2016, pp. 3-8), Voytovskaya (2017), Vorozhbyt (2011), Zubiashvili (2009), have studied different aspects of students' socialization and social-

psychological adaptation. Besides, of particular importance are the works dedicated to the issues of ethnological psychology (Bromley, 1987; Vasylenko, 2003; Lebedev, 2009; Lurie, 1998; Orban-Lembrick, 2006; Piren, 2007), the development of ethnic groups and inter-ethnic relations (Bromblei, 1987, pp. 15-29; Korostelina, 2008; Pavlenko & Taglin, 1998, pp. 63-80), the formation of tolerant consciousness (Savchenko, 2003), the theory of values and inter-personal relationships (Kagan, 1988), etc.

However, it is worth noting that a significant range of issues related to the problem of socialization of ethnic minority students, who are Ukrainian citizens and reside in a particular area, are not sufficiently investigated, both theoretically and practically.

Hence, the scientific significance of the research lies in developing a scheme of study of the stated issues, as well as in outlining the features of the process of socialization of Romanian students at the initial stage of study, whereas in practical context, the results of the research provide the opportunity for applying the obtained data in planning and organizing the educational process in a higher education institution.

### 3. Organization of Research

An integral part of the empirical study of the psychological peculiarities of the ethnic minority students' socialization in higher education institutions was to find out the specifics of student's socialization at the initial stage of their study by means of arranging empirical research.

The overall objective of the investigation was: to determine the level of anxiety (as the individual's trait), which causes his/her ability to feel anxious and may affect his/her social activity; to identify the level and nature of anxiety associated with the educational activities of the first-year students; to find out the peculiarities of students' personal adaptation as one of the conditions for successful completion of socialization stages.

The study covered the first year students of five faculties of Yuriy Fedkovych Chernivtsi National University: Faculty of Foreign Languages; Faculty of Philology; Faculty of Law; Faculty of Economics; Faculty of Psychology, Pedagogy and Social Work. The total number of investigated - 186 people aged 17-18, of whom 27 boys, 159 girls. Taking into account the objective of the study, the criterion for the selection of respondents was their ethnicity, together with their belonging to the corresponding category of the academic group (mono-ethnic or poly-ethnic).

The study groups were: *basic groups*: the Rom-Hom category - Romanians studying in homogeneous groups; the Rom-Mix category -

Romanians belonging to educational groups with mixed ethnic composition; *auxiliary groups*: the Ukr-Hom category - Ukrainians who are a part of homogeneous groups; the Ukr-Mix category - Ukrainians studying in mixed ethnic groups.

It was not expedient to divide the respondents into male and female categories due to the absence of the former in certain homogeneous groups of Romanians.

The choice of research tools is made with regard of a selection of tested and standardized techniques. The study was conducted anonymously, based on the voluntary participation of each respondent, the principle of confidentiality being applied throughout the whole investigation.

The peculiarities of students' initial socialization were investigated by studying the values of social and psychological adaptation, revealing the levels of reactive and personal anxiety, as well as the level of general anxiety at the University. As a result, we have obtained the average information, which makes it possible to explore the features of the socialization process at this stage of learning.

The following psychodiagnostic techniques have been used to conduct the empirical study:

- Furman's test "How adapted to life are you?" (in our adaptation) (Furman, 2003);

- C. Spielberger – Yu. Khanin's scale of reactive and personal anxiety -(Khanin, 1978);

- Phillip's School Anxiety Test (adapted version) (Rogov, 2001).

To achieve the objective of the study, we used theoretical (logic-analytical, systematization of scientific knowledge) and empirical (testing) methods, as well as the methods of quantitative processing of the results with subsequent content-qualitative generalization.

The reliability and accuracy of the results of the study were ensured by the validity and reliability of standardized psychodiagnostic techniques, by the complementarity of quantitative and qualitative methods of processing the obtained results, as well as the principles of sampling and the latter's sufficient volume.

#### **4. Materials and Result of Research.**

The application of A. Furman's test "How adapted to life are you?" (Furman, 2003) made it possible to investigate the peculiarities of the level

of successful interaction between the students and society at the initial stage of study at the university. After all, this process of social and psychological adaptation of a person to new conditions, which is the beginning of studies in a higher education institution, contains an active adaptation to the environment due to actions, activities, effective attitude to the world, comprehension and solution of typical tasks and problems. Successful adaptation results in student's receiving a set of ideas about the new world and himself, in his/her accepting himself/herself with an appropriate self-esteem, in forming the "I-concept", that is the idea of himself/herself. All this arises on the basis of the interaction between the individual and society. The effectiveness of the above interaction determines the relevant system of perception of a person and sets the limits of his/her real behavior, which is manifested in his actions.

When interpreting the obtained diagnostic results, the indicators of students' adaptive processes are interpreted as follows:

*adaptation* as a coherence between objectives and final results, accompanied by a positive attitude of the person to the world and himself;

*maladaptation* - a conscious discrepancy between objectives and final results, which evokes ambivalent feelings and assessments, but does not have a psycho-traumatic effect on the individual;

*disadaptation* - the disharmony between objectives and final results, which is the source of mental tension (stress, shock, panic, etc.), inner discomfort and chaotic mental processes, mental states, negative emotional background (stress, depression, frustration) (Romanovska, 2005).

The results of the study showed that greater adaptability was found in students who study in groups with homogeneous ethnic composition. This applies to both Romanian and Ukrainian students, for 96% of whom the indicators of social-psychological adaptation are within the adaptability norms and for 4% within maladaptability limits. No disadaptation was found in both categories.

**Table 1.** Distribution of levels of personal adaptability for different categories of first year students at the beginning of the first year of study, %

№	Type of social-psychological adaptation	Levels of personal adaptability	Distribution of adaptability indicators according to the category of students, %			
			Rom-Hom	Rom-Mix	Ukr-Hom	Ukr-Mix
1.	Adaptation	1,a) maximum	10	2	7	2

	1,b) very high	52	31	32	29
	2) high	17	20	25	26
	3) medium	13	24	21	20
	4) low	4	13	11	4
2.	Maladaptation				
	5) non-obvious (pseudo- adaptability)	4	4	-	11
	6) obvious	-	2	1	1
3.	Disadaptation				
	7) Situational	-	-	-	4
	8) firm obvious	-	2	-	2
	9,a) critical	-	2	-	1
	9,b) supercritical	-	-	-	-

Compared to Romanian students of the homogeneous groups, Romanians of the mixed groups show lower rates: 90% - adaptation, 6% - maladaptation, 4% - disadaptation. These results are slightly better than those of the Ukrainian students who study in the same mixed groups and demonstrate the following socialization outcomes: 80% - adaptation, 12% - maladaptation, 8% - disadaptation. It is evident that, although at the beginning of their studies in the mixed groups, Romanians adapt less successfully than in the homogeneous groups, this process is more efficient with them than with their Ukrainian groupmates (Table 1).

Thus, the process of social-psychological adaptation at the beginning of education for students of the homogeneous groups is marked with a greater distribution of indices at high and very high levels (62%), whereas for Romanians of mixed groups, this figure constitutes only 33%, and the significance of levels within adaptability is: high - 20%, medium - 24%, low - 13%. In mixed groups, both Ukrainian and Romanian students have higher indices of maladaptation than in homogeneous groups.

Among Ukrainians, the non-obvious level of maladaptation is higher (11% versus 4% among Romanian students). 1% of Ukrainians in the homogeneous groups have the obvious level of maladaptation. Disadaptation manifests itself in a similar way, it is characteristic for the students of mixed groups. At the same time, Romanian students have prevalence of the firm obvious (2%) and critical (2%) levels, while Ukrainians, apart from similar indices (2% - the firm obvious level, 1% - the critical level), also possess the situational level of disadaptation (4%).

It is important that social-psychological adaptation is often regarded as synonymous to the word "socialization". However, scholars outline the absence of a distinct definition of social adaptation, which would take into

account all the complexity and controversies of the process of socialization (Arkhipova, 2002). Therefore, there is no common vision of the relationship between social adaptation and socialization. From different points of view, social adaptation can be seen both narrower and wider than socialization (Parygin, 1978), but in any case, adaptation and socialization partially intersect with each other.

The results obtained during the study indicate various types of students' adaptation and their dependence on the specifics of the ethnic environment. It can be assumed that in the mixed groups, social-psychological adaptation (provided it produces a stressful tie with the environment) will keep constructively adapting to it.

The use of the "Scale of Reactive and Personal Anxiety" by C. Spielberger-Yu. Khanin (Khanin, 1978) allowed to measure anxiety both as a person's trait and state, whereby the first index is interpreted as personal anxiety, and the second - as reactive anxiety. The research has enabled the authors to distinguish the levels of students' personal and reactive anxiety the moment they commenced their studies at higher education institution (October - November). In accordance with the levels obtained, a percentage analysis of the indices of all respondents (in compliance with categories) has been carried out.

The greatest number (54%) of respondents with the high level of situational anxiety was found in the Ukr-Hom group. This index is a little less (51%) in the group Rom-Mix. The Ukr-Mix group constitutes 38%, whereas the Rom-Hom group - 31%. A moderate level of situational anxiety is characteristic for 62% of the respondents belonging to the category Rom-Mix, 44% of those from the category Ukr-Mix, 54% - Ukr-Hom, and 41% - Rom-Mix categories. The highest indicators of low level of situational anxiety (8% each) belong to the Romanian students of the mixed groups (Rom-Mix) and to the students-Ukrainians of mixed groups (Ukr-Mix). To be more specific, these are students who study in the same groups. On the whole, students with low level of situational anxiety belong to: 7% of the Rom-Hom category, 8% in the Rom-Mix and Ukr-Mix categories and 2% in the Ukr-Hom category.

When considering the results obtained according to the scale of personal anxiety, the following is worth emphasizing: students of the Rom-Hom category - 62% - moderate level, 38% - high level; the Rom-Mix category - 10% - low level, 45% - moderate level and 45% - high level; category Ukr-Hom - moderate level - 57%, high level - 43%; category Ukr-Mix - low level - 5%, moderate level - 45%, high level - 50%. It is important

that in both basic and auxiliary homogeneous groups there is no indication of low levels of personal anxiety.

Thus, the manifestation of both measured types of anxiety is higher among the students belonging to the mixed groups. These indices may be regarded as a consequence of active competition in extreme conditions, the latter being the result of the changes in the learning environment.

An adapted version of the Phillips test (Rogov, 2001) helped identify individuals experiencing social distress and general anxiety at the University (Table 2)

**Table 2.** Indicators of general anxiety in basic and auxiliary groups, %

№	Students' category	Levels		
		low	increased	high
1.	Rom-Hom	66	31	3
2.	Rom-Mix	56	24	20
3.	Ukr-Hom	69	21	10
4.	Ukr-Mix	51	29	20

As the table shows, both Romanians (20%) and Ukrainians (20%), who study together in the mixed groups, show higher rates of high general educational anxiety. In homogeneous groups, this figure is higher (10%) among Ukrainians compared to that of Romanians (3%). As for Romanians, the difference constitutes 17%. When adding the indices of moderate and high levels, educational anxiety appears to be the highest in the mixed groups with prevalence of Ukrainians (49% - Ukrainians, 44% - Romanians). In homogeneous groups, Romanians (33%) outperform compared to Ukrainians (31%). The index difference for Romanians is 11%. Consequently, it may be concluded that manifestations of general educational anxiety are prevalent in ethnically mixed academic groups.

Taking into account the factor of "social stress experience" (Table 3), the index in the basic groups is the same (10%). It was higher for the Ukrainian students of the mixed groups (16%) and lower for the Ukrainian students of the homogeneous students (7%).

**Table 3.** Indicators of anxiety level with regard of the factor of “social stress experience” for different categories of students, %

№	Students' category	Levels		
		low	increased	high
1.	Rom-Hom	90	10	0
2.	Rom-Mix	90	10	0
3.	Ukr-Hom	93	7	0
4.	Ukr-Mix	84	16	0

None of students' categories had a high level of anxiety according to the above factor. Therefore, it is expedient to claim that experiencing social stress is more typical for Ukrainian students belonging to the mixed groups. It is less transparent when speaking of Romanian students of both homogeneous and mixed groups. It is essential that the Ukr-Hom category students suffer the least from social stresses.

**Table 4.** Indicators of anxiety level with regard of the factor “frustration caused by the necessity to achieve a goal” for first-year students, %

№	Students' category	Levels		
		low	increased	high
1.	Rom-Hom	52	45	3
2.	Rom-Mix	72	24	4
3.	Ukr-Hom	71	29	0
4.	Ukr-Mix	71	27	2

45 % of students-Romanians of the homogeneous groups possess an increased level of anxiety with regard of the factor “frustration caused by the necessity to achieve a goal”, and only 3 % of them – a high level. 4 % of the Rom-Mix category respondents appear to have a high level, and 24 % - a moderate level of anxiety with regard of the above factor. The difference is very slight in comparison with students-Ukrainians of the mixed group: 27 % have an increased level and 2 % – a high level. At the same time, there has been determined no high level of anxiety with regard of the factor “frustration caused by the necessity to achieve a goal” within the Ukr-Hom group

**Table 5.** Indicators of anxiety level with regard of the factor “fear of self-expression” for different categories of first-year students, %

№	Students' category	Levels		
		low	increased	high
1.	Rom-Hom	90	10	0
2.	Rom-Mix	57	27	16
3.	Ukr-Hom	72	21	7
4.	Ukr-Mix	79	15	6

As we see in table 5, the highest indices concerning anxiety caused by the factor “fear of self-expression” are related to Romanians of the mixed groups: 27 % of the respondents have an increased level, while 16 % – a high level of anxiety. On the contrary, there are no cases of high anxiety level in the homogeneous groups; just 10 % of the respondents are marked with a high level.

**Table 6.** Indicators of anxiety level with regard of the factor “fear of knowledge testing” for different categories of first-year students, %

№	Students' category	Levels		
		low	increased	high
1.	Rom-Hom	86	14	0
2.	Rom-Mix	65	4	31
3.	Ukr-Hom	75	11	14
4.	Ukr-Mix	81	9	10

The factor “fear of knowledge testing” (table 6) is most vividly expressed among Romanians of the mixed groups (31 % – a high level, 4 % – a moderate level of anxiety). Within homogenous groups, foreign students do not manifest a high level of anxiety, while 14 % of them have an increased level. 14 % of the Ukr-Hom group students and 10 % of those of the Ukr-Mix category are marked with a high level of anxiety.

**Table 7.** Indicators of anxiety level with regard of the factor “fear of not meeting the expectations of the older” for different categories of first-year students, %

№	Students' Category	Levels		
		low	increased	high
1.	Rom-Hom	65	21	14
2.	Rom-Mix	47	20	33
3.	Ukr-Hom	60	29	11

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4.	Ukr-Mix	64	25	11
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The highest indices, according to the factor “fear of not meeting the expectations of others” (table 7), were found among the students of the Rom-Mix category (33 % – with a high level and 20 % – with an increased level of anxiety). At the same time, 14 % of the Rom-Hom category respondents show a high rate and 21 % – an increased rate of anxiety with regard to the above factor. In both auxiliary groups, the indicators of a high level of anxiety are lower compared to those in basic groups (11 % each). Students-Ukrainians slightly differ in manifesting an increased anxiety level (29 % – the Ukr-Hom and 25 % –the Ukr-Mix categories).

**Table 8.** Indicators of anxiety level with regard of the factor “low physiological resistance to stress” for different categories of first-year students, %

№	Students' category	Levels		
		low	increased	high
1.	Rom-Hom	58	21	21
2.	Rom-Mix	58	24	18
3.	Ukr-Hom	57	25	18
4.	Ukr-Mix	56	23	21

As to the factor “low physiological resistance to stress” (table 8), the indices of a high anxiety level range from 18 % (Rom-Mix, Ukr-Mix) to 21 % (Rom-Hom, Ukr-Hom), whereas the indicators of an increased level constitute 21 % -25 %: Rom-Hom – 21 %, Ukr-Mix – 23 %, Rom-Mix – 24 %, Ukr-Hom – 25 %.

It is worth pointing out that Romanian students of homogeneous groups have a 3% bigger high level of anxiety with regard of the above factor than those of the mixed groups. However, it is 3% lower for students-Ukrainians of the homogeneous groups than in the groups with mixed ethnic composition. The analysis of the obtained indicators shows that the peculiarities of the psycho-physical organization, which reduce students' adaptability to situations of stressful nature, are approximately the same for all categories. This ensures similar ways of responding to certain disturbing environmental factors. In conclusion, anxiety with regard of the factor under discussion among Romanian students was generally lower, particularly for Romanians of the mixed groups.

**Table 9.** Indicators of anxiety level with regard of the factor “problems and fears in relationships with teachers” for first-year students, %

№	Students' category	Levels		
		low	increased	high
1.	Rom-Hom	52	34	14
2.	Rom-Mix	71	27	2
3.	Ukr-Hom	75	21	4
4.	Ukr-Mix	69	29	2

Taking into consideration the factor “problems and fears in relationships with teachers” (table 9), Romanian students of the homogeneous groups have the highest indices: 14 % of the respondents with a high level of anxiety, 34 % - with an increased level. Only 2 % of the mixed groups Romanians are marked with a high rate, while 27 % – with an increased rate of anxiety according to the above factor. For Ukrainian students of the mixed groups, a high level of anxiety constitutes 2 %, an increased level – 29 %, whereas in the homogeneous groups, a high level was found among 4 % of the respondents, and an increased level of anxiety – among 21 %.

In general, all students of the categories under investigation have approximately the same indicators of anxiety level with regard of the factor “problems and fears in relationships with teachers”, namely: Rom-Hom - 42 %, Rom-Mix – 42 %, Ukr-Hom – 43 %, Ukr-Mix – 44 %. Nevertheless, the prevalence of high anxiety levels is most transparent for the Rom-Hom and Ukr-Mix categories.

**Conclusions.** Thus, based on the analysis of the obtained data, we have ascertained that students' socialization at the beginning of their studies at the university is different for both homogeneous and mixed Romanian and Ukrainian ethnic groups. The factors that may further on affect the nature of socialization are: for Romanian students of the homogeneous groups - problems and fears regarding their relationships with teachers, or well as frustration caused by the necessity to achieve a goal; for Romanian students of the mixed groups - fear of self-expression, fear of knowledge testing, fear of not meeting the expectations of others; for Ukrainian students of the mixed groups - experiencing social stress; for Ukrainian students of the homogeneous groups - fear of not meeting the expectations of others

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