

*Original Research Article*

# Aggression as a Moderator of the Correlation between the Adaptive-Innovative Style of Behavior and the Motivation to the Learning Environment

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Abstract

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The impact of aggression on innovative and adaptive styles (Kirton, 1976) is viewed. The method of Jenkins, Zyanski and Rosenman, 1971, Baron and Graziano, 1991, is used to identify two different lifestyles corresponding to Type A behavior and Type B behavior and their aggressive predispositions. Kirton Adaption Innovation Inventory (KAI, Kirton, 1976) is also included in the decision-making process outside or within established rules and procedures. The study was conducted by surveying a sample of 189 people, of which 51.9% are men and 48.1% are women between the ages of 14 and 49. The data are processed by SPSS 21. The results show significant correlations between the desire to do better and the “aspects of academic motivation for achievement, self-esteem and self-improvement. A positive influence on academic motivation. The results of the study can be used in education to increase student motivation.

**Keywords:** Innovative and adaptive styles, educational environment

## INTRODUCTION

Relationships between people have been an object of study by social sciences. Of particular interest are the reasons causing hostile attitude, envy and hate. A special place in studies has been occupied by expressions of aggression. Scientists are looking for the factors that motivate people to act aggressively and look for opportunities to effectively control aggression in interpersonal relationships. Interest is raised in the question to what extent aggressive predispositions affect the manifestations of other regulatory structures of the individual and how aggression affects the overall behavior of the individual.

By examining people's aggressive behaviors, scientists come to the conclusion that there are two types of behavior that differ radically in terms of aggression. This identifies Type A and Type B behaviors. Moreover, more in-depth research reveals typical lifestyles

corresponding to these types.

People with Type A behaviors have several things in common: always rushing, they are competitive and thus act even in situations where competition is neither required nor appropriate; they are hostile to others, they are intolerant, easily outburst and angry; they show a need to control things in life, including the behavior of others (Westra and Kuiper, 1992).

A number of authors also pay special attention to the motivational processes that accompany creative realization (Chugonova, 1985; Amabile, 1983; Barron, 1966; McClelland, 1966; Roe, 1966). According to Amabile, motivation plays the most important role in creative realization. She believes and experimentally proves that intrinsic motivation favors creative expression, while the extrinsic one restrains it (Amabile, 1990).

Modern theories of motivation assume that people initiate and persist in different behaviors to the extent that they believe that the behaviors will lead to the desired consequences or goals. Academic motivation, in particular, is a construct that describes the general motivational status associated with training in a specialty. Overall positive motivational readiness is an indicator of the quality of teaching in a specialty and is also a predictor of academic achievement. Academic motivation stimulates the search for additional information in the subjects studied and is an essential factor in the development of specialists.

## METHODS USED

The study provides a questionnaire to diagnose aggressive predispositions (Friedman, M, Ulmer, D. 1984), using a 5-point scale to respond to type A behavior, type B behavior, or a moderate mixture of the two behavioral styles (1 = not true at all about me; 2 = very rarely true about me; 3 = sometimes true about me; 4 = usually true about me; 5 = always true about me).

Multiple studies have shown that people with type A behavior have several similarities, such as: time pressure, competitiveness, hostility, the need for control (Westra & Kuiper 1992: 78). People with Type A behaviors have been found to act more aggressively toward others in order to cause them pain and suffering, as shown by R. Baron's study (Baron 1989: 98, cited by Baron & Byrne 1991: 422-423) in 1989. The harmful effects of this behavioral pattern are observed in all cultures.

The second tool used in the hypothesis test is the Kirton Adaption Innovation Inventory (KAI). The questionnaire was created by Kirton (1976). It consists of 32 items, each rated on a 4-point scale: "very difficult", "difficult", "easy" and "very easy". Values above average mean innovativeness and values below average mean adaptability. According to Curton's theory, innovative style involves "doing things differently", creating and finding solutions to problems outside the given paradigm and established rules and procedures. The adaptive style is about "making things better", finding solutions and generating ideas within the existing paradigm.

In addition to the overall score that determines the preferred style, the items also form three factor scales:

Originality (O) – A tendency to go beyond consensus by breaking down ordinary thinking patterns with new ideas. Exemplary item: "A person who can look at old things from a new angle"

Efficiency (E) – stands for precision, methodical approach, consistency, efficiency and effectiveness. Exemplary item: "A person who carefully scrutinizes all the details of their work."

Conforming ® – a tendency to seek security in a group, authorities, rules and norms, avoiding risk.

Exemplary item: "A person who respects the views of others."

The questionnaire was adapted for Bulgarian conditions by Ivan Paspalanov and a team of psychologists. Examination of the psychometric characteristics of the questionnaire and the individual scales showed acceptable coefficients of internal reliability and justified its use for empirical research.

The chosen diagnostic tool for the study of academic motivation is based on the concept of the existence of internal, external as well as anti-motivation. The original methodology "Scale for Academic Motivation", developed by T. Gordeva, adapted in Bulgarian conditions by Petkov, Mitevska-Encheva, 2017, was used. The different types of motivation are derived from the needs of academic activity (need for knowledge, achievement, self-development), as well as external to the needs of the individual for autonomy and respect. The factor analysis confirms the presence of seven independent scales that characterize the three types of intrinsic motivation (knowledge, achievement, self-development), three types of external academic motivation (self-esteem motivation, intrinsic, extrinsic) and anti-motivation.

The attached questionnaire consists of seven scales:

1. The Cognitive Motivation Scale, which measures the pursuit of learning new, insight into what has been learned, related to the experience of interest and enjoyment of the process of knowledge.
2. Motivation for Achievement Scale – measures the desire to achieve the highest possible learning outcomes, to have the pleasure of solving difficult tasks.
3. The Motivation of Self-Improvement Scale measures the pursuit of the development of abilities, the learner's potential within the learning activity, the achievement of a sense of mastery and competence.
4. The Self-esteem motivation scale measures the desire to learn because of a sense of self-importance and a higher self-esteem related to learning achievement.
5. Intrinsically Imposed Motivation Scale – measures the motivations to learn dictated by a sense of shame and a sense of duty to yourself and other significant people.
6. External Motivation Scale - assesses the situation of coercion to pursue a learning activity due to the need to follow the requirements of the society in order to avoid possible problems for the learner, with the need for autonomy frustrated.
7. The "Anti-Motivation" scale measures the lack of interest and meaning of the learning activity.

## RESULTS

The studied 98 males and 91 females were applied the methods described above. The data are given in the following tables and interpreted in accordance with the theoretical model.

According to Curton's theory, respondents are divided

**Table 1.** Aggression as a Moderator of the Correlation between the Adaptive-Innovative Style of behavior and the Motivation

Aspects of motivation	Adaptive-innovative style	Type A behavior				Type B behavior			
		M	SD	F	Sig.	M	SD	F	Sig.
Cognitive motivation	Adaptors	16.75	2.86	.41	.529	15.67	3.27	.04	.858
	Innovators	15.89	3.82			15.00	.		
Motivation for achievements	Adaptors	16.75	2.67	8.56	.008	13.17	6.27	.00	.981
	Innovators	13.22	3.27			13.00	.		
Motivation of Self-Improvement	Adaptors	17.63	2.55	11.47	.003	14.33	4.97	.10	.769
	Innovators	14.00	2.60			16.00	.		
Self-esteem motivation	Adaptors	17.63	2.31	5.75	.025	15.17	4.36	.03	.866
	Innovators	14.67	3.91			16.00	.		
Intrinsically Imposed Motivation	Adaptors	13.69	4.27	.29	.598	13.17	2.23	1.73	.245
	Innovators	12.67	5.12			10.00	.		
External Motivation	Adaptors	9.31	4.19	.33	.573	9.17	1.47	.01	.921
	Innovators	10.22	2.99			9.00	.		
Anti-Motivation	Adaptors	5.69	1.96	2.43	.132	5.50	1.38	2.82	.154
	Innovators	7.33	3.35			8.00	.		

into two groups: people with higher average scores for the sample - labeled innovators - 46.6% of those surveyed, and people with lower scores than the average for the sample are designated as adaptors - 53.4% of the sample.

The results presented in Table 1 show that the aggressive style influences the relationship between the factors of the adaptive-innovative style – originality, feasibility and conformality with academic motivation. This influence is very strong in terms of the motivation for self-cultivation in individuals who are inclined to show originality. While individuals are characterized by higher levels of performance, the presence of aggressive patterns in the behavioral repertoire enhances the motivation for self-improvement. The effects on self-esteem motivation and intrinsically imposed motivation are similar while for individuals with a marked originality in behavior, these motivational aspects are suppressed by the available aggression. In individuals with outlined manifestations of conformism, aggression suppresses cognitive motivation.

The relationship between the academic motivation scale and the tendency to aggression was also examined. The results of the correlation analysis show that aspects of academic motivation for achievement and those of self-esteem are significantly positively correlated with the aggression factor. Some previous studies (Goldsmith, Matherly, 1987; Torrance, also reveal a positive relationship between these aspects and the scale of aggression.

Obviously, both constructs measure a common tendency to break the usual patterns of thinking and strive to generate new ideas. Whether it is an indicator of style understood as a mode of action or at a level understood as aptitude is not a matter of research interest in the present work. The connection of academic motivation with aggressive predispositions to Type A or B behavior can be explained by the fact that academic

activity, which usually has strong creative motivation, requires faith in one's ideas, determination and perseverance in defending them. Therefore, it takes the strength of the Self and the courage to withstand the pressure that comes from external and internal (from the individual) sources.

## CONCLUSION

The research has shown that the aggressive style of behavior obtained in the process of the individual's socialization and explicitly demonstrated in his/her behavior influences other manifestations, seemingly not related to aggression. In this case, some aspects of academic motivation were found to be strongly influenced by the individual's tendency to act aggressively when functioning in society. This raises the need to pay serious attention to the manifestations of aggression at a very early age, as well as to enhance parental control, care and influence and for children to obtain acceptable models from adolescent individuals to deal with conflict situations thus to control aggression effectively.

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