

## PSYCHOLOGICAL PROTECTION AGAINST MANIPULATION IN EDUCATIONAL WORK WITH YOUNG PEOPLE

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*The article is devoted to the analysis of the problem of manipulation of consciousness in the context of educational work with youth. The purpose is to study the relationship between the level of manipulateness and the peculiarities of social and psychological adaptation of the individual. A theoretical analysis of the phenomenon of manipulation was carried out, the empirical connection between manipulateness and adaptation characteristics was confirmed, and a training course on counteracting manipulative influence was developed and tested. The results emphasise the importance of the topic for strengthening the psychological protection of young people.*

**Keywords:** *manipulation of consciousness; manipulateness; socio-psychological adaptation; psychological protection; educational work; youth; training; countering manipulation.*

**Introduction.** Today, the topic of mind manipulation is being actively discussed by members of the public and is becoming the subject of heated scientific debate and controversy. The study of the problem of mind manipulation and its consideration from a scientific point of view dates back only a few decades. This is due to the indirectness of the coverage of this topic in the contexts of other related phenomena and processes. Thus, the issue of mind manipulation by the humanities, especially social psychology, remains open and has not been fully explored (Aboodi, 2021).

The purpose of the study is to identify the relationship between a high level of manipulateness and the peculiarities of social and psychological adaptation of the individual.

In accordance with this goal, the main objectives of the study were identified:

1. To carry out a theoretical analysis of the phenomenon of manipulation and the main mechanisms of manipulation and psychological influence in the context of the personality's social and psychological adaptation.

2. To empirically prove the existence of a relationship between the tendency to manipulate other people and the socio-psychological adaptation of the individual.

3. To develop and test social and psychological training as part of educational work aimed at counteracting manipulative influence.

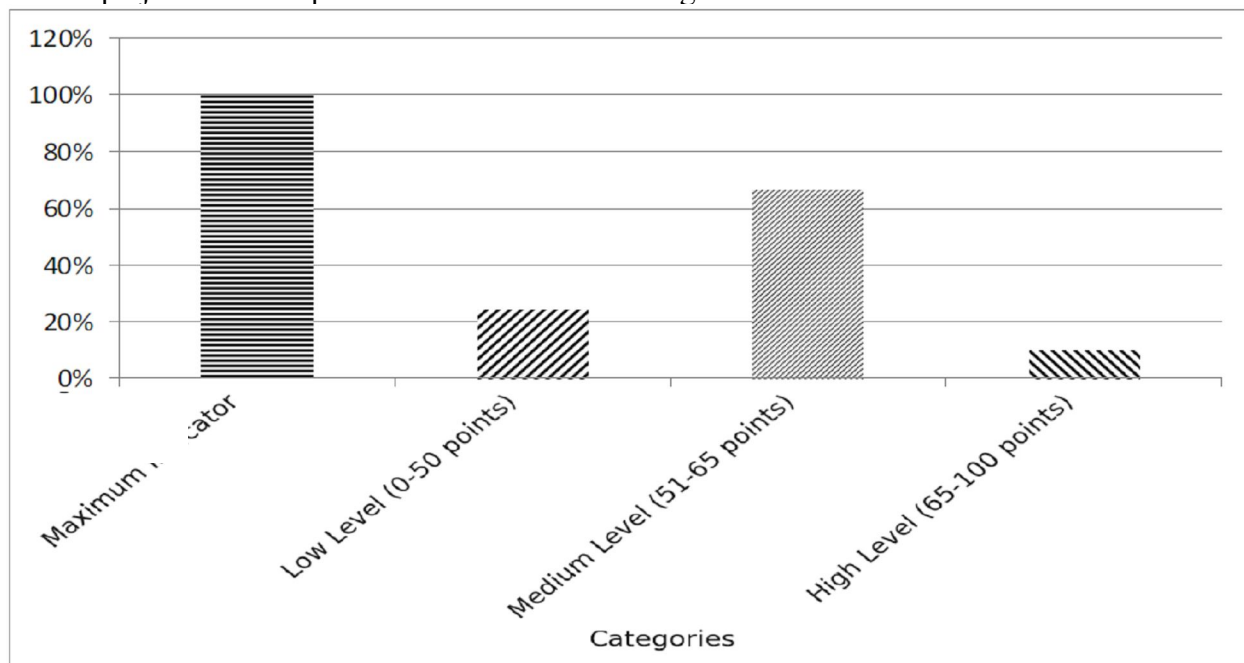
**Theoretical background.** Extensive studies of manipulation methods and theoretical generalisations in this area began to be conducted in the second half of the XX century. Thus, P. Lazarsfeld analysed the behaviour of voters under the influence of pre-election manipulation methods (Lazarsfeld, 1948). The study of various factors influencing the effects of mass communication is devoted to the work of K. Hovland. The problem of “social technology” was studied by K. Mannheim, meaning by this term a set of methods that influence human behaviour and serve as a means of social control. G.M. McLuhan considered issues related to the impact of technical means of information communication on culture and people's consciousness. This work is devoted to the study of the relationship between the tendency to manipulate other people and the peculiarities of social and psychological adaptation of the individual. In our opinion, the need to study and conduct research on this topic is due to a number of reasons: the problem of manipulating people has aroused keen interest throughout the history of human development; a separate area in the study of the phenomenon of manipulation is the study of the personality of the manipulator (a person's choice to use or not to use manipulative strategies in behaviour can be seen as a way to implement the adaptive side of the personality); conducting an empirical study allows us to analyse the relationship between the propensity

to manipulate and the Thus, the chosen topic has both scientific and practical significance.

**Research methods.** In the course of the study, a set of theoretical methods was used: analysis, comparison, generalisation, classification and psychometric methods: The MAC Scale, the Rogers-Diamond Method for Diagnosing Social and Psychological Adaptation, the Multilevel Personality Inventory (MPI) “Adaptability” (Level 3 scales: Behavioural Regulation (BR), Communication Potential (CP), and Moral Normativity (MN)), and the projective technique “Self-Portrait”. The

results of the empirical study were processed using Pearson's correlation analysis and Student's t-test comparative analysis.

**Results and discussion.** The study involved students of the II-IV years of study at Mukachevo State University. The total number of participants in the study is 100 people. The age of the study participants is from 18 to 22 years. Let's start interpreting the results of the study with the methodology for diagnosing a person's tendency to manipulate others. The results of the study are graphically presented in Fig. 1.



**Fig. 1. The level of severity of students' tendency to manipulate others**

In the process of processing and analysing the survey results, we performed an analysis that divided our study group into three subgroups. The first subgroup comprised 24% of the respondents from the entire sample, with a score of 50 points or less – a low level of Machiavellianism. The second subgroup comprised 66% of the entire group, with a score of 51 to 65 points on the scale of manipulation, which is an average level of Machiavellianism. The third subgroup – 10% of the entire sample of students, the indicator on the scale of propensity to manipulation was from 66 points and above – a high level of Machiavellianism.

The results show that the majority (66%) of students have an average level of Machiavellianism. That is, they may have features of both low and high Machiavellianism: they tend to demonstrate both their strengths and weaknesses. Such people can be shy, polite, and avoid using rude language, and at the same time, they can be critical, direct, and persistent in

achieving their goals. In certain situations, they are aggressive, assertive and have leadership qualities, combined with kindness, sincerity and compassion. In their work, they focus on both them and their partner: they are compassionate, accommodating, understanding, but have a special opinion that differs from the majority, are pragmatic and result oriented. They need help in solving problematic situations, strive for close cooperation with people, but do not lose their sense of superiority, independence and desire for competition. In interpersonal relationships, they show trust in people and sincerity in communication – the qualities of a “weak Machiavellian”. The qualities of a “strong Machiavellian” are manifested in self-reflection, the presence of internal conflicts, arrogance, love of flattery and ambition.

Low scores among 24% of students may indicate cowardice and indecision in situations that require a quick and serious decision. However, they are characterised by honesty,

sentimentality, and reliability, which makes them good friends and comrades. Such people are very easily influenced by others, which is often used by pronounced Machiavellians.

High scores on the Machiavellianism scale in 10% of students imply desire to tell the truth, criticality, straightforwardness, persistence in achieving goals; dominance, leadership qualities, aggressiveness, assertiveness, personal strength, love of competition; disregard for social approval, a tendency to have a special opinion different from the majority opinion, result-orientation, pragmatism; confidence, a sense of self-importance, independence, a desire to compete; self-reflection, the presence of internal conflicts, a general negative emotional background; arrogance, love of flattery, ambition and the ability to adapt in any situation.

People with high Mac Scale scores tend to be emotionally alienated and isolated when they encounter others, focus on the problem rather than the interlocutor, and feel distrustful of others. These subjects, in contrast to those with low scores, have more frequent but less deep contacts with their friends and neighbours.

At the same time, the results of the experiments clearly show that, unlike people with low scores on the Machiavellianism scale, people with high scores on the Mac Scale are more sociable and convincing, regardless of whether they tell the interlocutor the truth or lie. Compared to subjects with low scores on the

Machiavellianism scale, subjects with high scores are more accurate and honest in their perception and understanding of themselves and others.

In communication, Machiavellians tend to be object-oriented: in social interactions, they are more focused, competitive, and aimed primarily at achieving a goal rather than interacting with partners. Any pronounced Machiavellian wants to be seen as intelligent and unselfish in the eyes of others, for example. Naturally, in communicative situations, they try to show themselves as such.

As mentioned above, people with low Mac Scale scores are more likely to have positive traits, such as honesty and reliability, while pronounced Machiavellians have great skills and behavioural skills in hiding the lack of such personality traits.

To compare and identify the relationship between the features of socio-psychological adaptation and different levels of Machiavellianism, we compared the values of the integral indicators of the following methods: “Rogers-Diamond Methodology for Diagnosing Socio-Psychological Adaptation” and the multi-level personality questionnaire (MLP) “Adaptability”, based on Student's T-test and correlation analysis.

As a result of the mathematical and statistical analysis using the SPSS software, the following trends can be observed.

Table 1

Comparison of indicators of socio-psychological adaptation of students with different levels of Machiavellianism according to the results of the Rogers-Diamond methodology for diagnosing socio-psychological adaptation and the multilevel personal questionnaire “Adaptability”

Integral indicators	Sig. (2-tailed)
Adaptation	,012
Recognition of others	,038
Emotional comfort	,016
Behavioural regulation and neuropsychological stability	,007
Communication potential	,001
Moral and ethical normativity	,000
Group of adaptive abilities	,000

As a result of the analysis by Student's t-test (Table 1), we can observe a statistically significant difference (at  $p \leq 0.05$ ) in such integral indicators as: “adaptation”, “recognition of others”, “emotional comfort”, “behavioural regulation and neuropsychological stability”, “communication potential”, “moral and ethical normativity” and “group of adaptive abilities”.

Such data may indicate that students with a tendency to manipulate are less likely to show such integral indicators as: “adaptation”, “acceptance of others”, “emotional comfort”,

“behavioural regulation and neuropsychological stability”, “communication potential” and “moral and ethical normativity”. And young people with a high level of Machiavellianism have less developed abilities for effective social and psychological adaptation, and a high probability of maladaptive behaviour (low motivation to learn, low self-esteem, interpersonal communication problems). It is difficult for such students to adapt to new learning and living conditions. There are difficulties in building relationships with peers

and teaching staff, and an inability to adequately assess their place and role in the team. There may be a certain tendency to nervous and mental breakdowns.

It should also be noted that students with a high level of Machiavellianism have high scores on the integral indicator “group of adaptive abilities”. They belong to the third group of adaptive abilities - the group of under-adaptation. Based on this, it can also be assumed that this group may also be characterised by a difficult adaptation process. This group has signs of

obvious character accentuations and some signs of psychopathy, and the mental state can be described as borderline. There may be neuropsychiatric breakdowns and long-term functional disorders. Students in this group have low neuropsychological stability, are conflictual, and may commit delinquent acts.

The same tendencies were confirmed in the comparative analysis of the peculiarities of socio-psychological adaptation of students with different levels of Machiavellianism, using the ANOVA method (Table 2).

Table 2

Comparison of indicators of socio-psychological adaptation of students with different levels of Machiavellianism according to the results of the Rogers-Diamond methodology for diagnosing socio-psychological adaptation and the multilevel personal questionnaire “Adaptability”

Integral indicators	The level of mac			Sig
	Low	Medium	High	
Adaptation	69,68	63,79	62,36	,041
Communication potential	5,05	4,19	3,86	,015
Moral and ethical normativity	5,26	4,21	3,93	,003
Group of adaptive abilities	2,42	2,90	2,93	,000

We can observe a statistically significant difference (at  $p \leq 0.05$ ) in such integral indicators as: “adaptation” (high (62.36) - low (69.68)), “communicative potential” (low (5.05) - medium (4.19); low (5.05) - high (3.86)), “moral and ethical normativity” (low (5.26) - s.a. (4.21); low (5.26) - high (3.93)) and “group of adaptive abilities” (low (2.42) - s.a. (2.90); low (2.42) - high (2.93)).

Using analysis of variance (ANOVA), we found a statistically significant difference (at  $p \leq 0.05$ ) in the following integral indicators between individuals with different levels of manipulative tendencies:

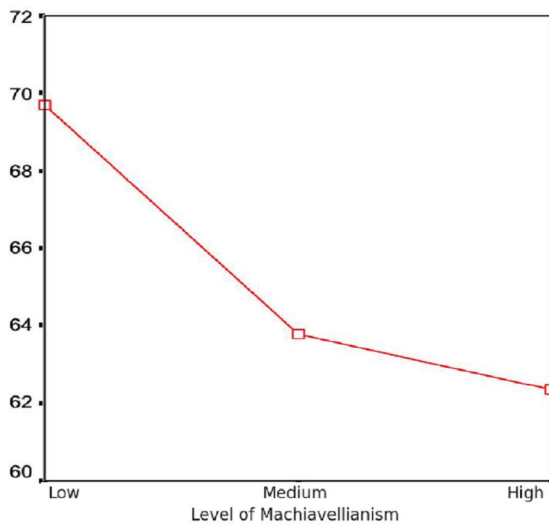


Fig. 2. The severity of the integral indicator “adaptation” in people with different levels of manipulation

A statistically significant difference (at  $p \leq$

0.05) was found in the indicators of the level of adaptation (Fig. 2). Individuals with a high level of manipulative tendencies are less likely to have effective social and psychological adaptation.

A statistically significant difference (at  $p \leq 0.05$ ) was found in the indicators of the level of communication potential (Fig. 3). Individuals with a high level of manipulative tendency are more likely to have difficulties in building relationships with peers and teaching staff.

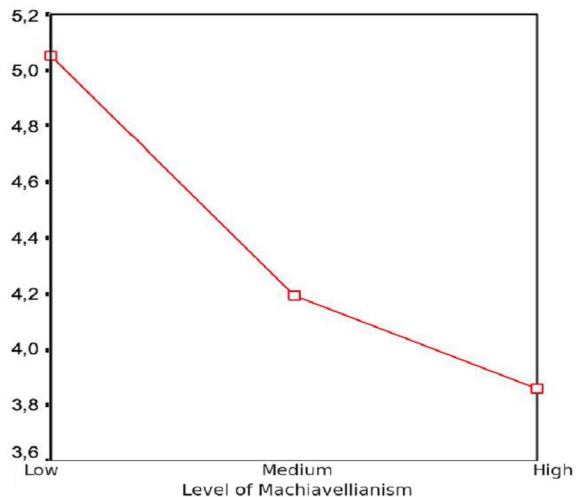


Fig. 3. The severity of the integral indicator “communicative potential” in people with different levels of manipulation

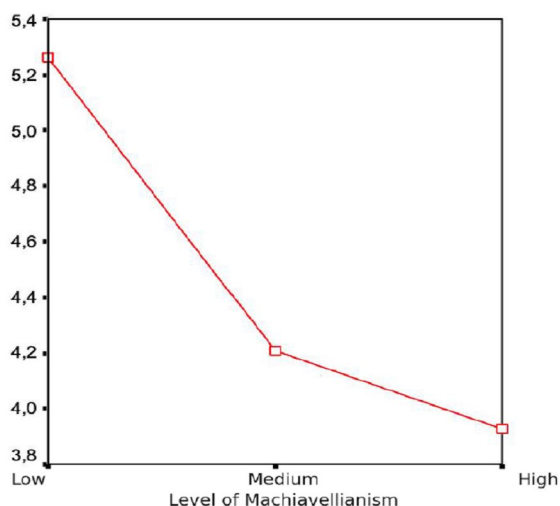


Fig. 4. Expression of the integral indicator of “moral and ethical normativity” in people with different levels of manipulation

A statistically significant difference (at  $p \leq 0.05$ ) was found in the indicators of the level of moral and ethical normativity (Fig. 4). Individuals with a high level of manipulative tendencies cannot adequately assess their place and role in the team, and do not strive to adhere to generally accepted norms of behaviour.

A statistically significant difference (at  $p \leq 0.05$ ) was found in the indicators of the level of the adaptive abilities group (Fig. 5). High scores indicate that individuals with a high level of manipulative tendencies belong to the group of under-adaptation, which is characterised by a difficult adaptation process.

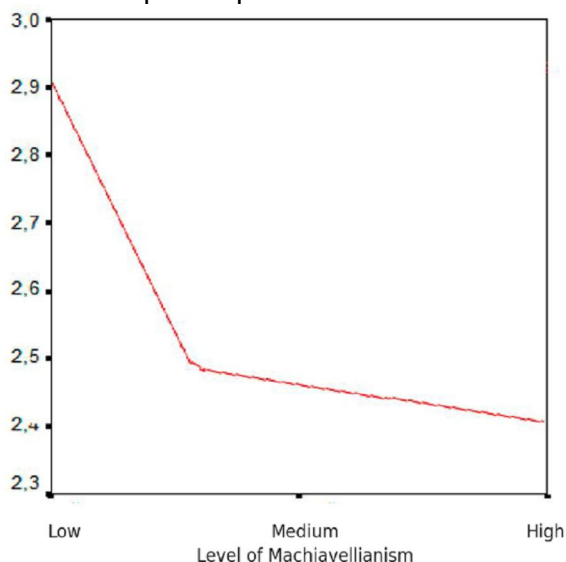


Fig. 5. The severity of the integral indicator “group of adaptive abilities” in individuals with different levels of manipulation.

Thus, these results indicate that students with a high level of manipulative tendencies are less likely to have the features of such integral indicators as: “adaptation”, “communicative potential”, “moral and ethical normativity” and “group of adaptive abilities”.

That is, again, we can talk about difficulties in social and psychological adaptation, problems in building interpersonal relationships with others, inadequate self-esteem and assessment of the outside world.

The correlation analysis according to Pearson's criterion (Table 3) of the level of Machiavellianism and indicators of the features of social and psychological adaptation of the individual revealed the following statistically significant relationships:

Direct correlations were found:

1) Between the level of Machiavellianism and the “desire for dominance” ( $r = 0.233$  at  $p \leq 0.05$ ): it confirms the generally accepted view that the manipulator has a need for dominance over other people, a superior attitude towards others. The manipulator loves to lead and cannot do without it. According to Everett Shostrom, he is a “slave to his need”.

2) Between the level of Machiavellianism and the “group of adaptive abilities” ( $r = -0.378$  at  $p \leq 0.01$ ): pronounced Machiavellians belong to the group of low adaptation. It can be said that such people are lonely, frustrated, anxious, aggressive, rigid, and dissatisfied with their social achievements.

3) Between the level of Machiavellianism and “recognition of others” ( $r = -0.283$  at  $p \leq 0.01$ ): they do not trust anyone. Deep down, they do not trust human nature in general. They divide people into 2 broad categories: those who are controlled and those who control.

4) Between the level of Machiavellianism and “emotional comfort” ( $r = -0.233$  at  $p \leq 0.01$ ): the higher the level of Machiavellianism, the more emotional discomfort a person experiences. It can arise because manipulators have difficulty expressing the basic emotions of contact: anger, fear, resentment, trust, and love. Therefore, they resort to either blocked or incomplete emotions (anxiety, bitterness, indignation, shyness).



Interrelation in the Indicators of Socio-Psychological Adaptation of Students with Different Levels of Machiavellianism Based on the Results of the Rogers-Diamond Methodology for Diagnosing Socio-Psychological Adaptation and the Multilevel Personal Questionnaire “Adaptability”

Integral scales	Indicator	
	Pearson Correlation	Sig. (2-tailed)
Adaptation	-,250*	,012
Recognition of others	-,283**	,004
Emotional comfort	-,233*	,020
Behavioural regulation and neuropsychological stability	,233*	,020
Communication potential	-,234*	,019
Moral and ethical normativity	-,320**	,001
Group of adaptive abilities	-,393**	,000
Adaptation	-,378**	,000

\* Significance of 0.05 (2-tailed).

\*\* Significance of 0.01 (2-tailed).

Inverse correlations were also found:

5) Between the level of Machiavellianism and “behavioural regulation and neuropsychological stability” ( $r = -0.234$  at  $p \leq 0.05$ ): individuals with a high level of Machiavellianism are characterised by neuropsychological instability under stress and a greater risk of maladjustment, and the inability of the individual to regulate their interaction with the environment is also manifested. The deficit in behavioural regulation is based on inadequate self-esteem.

6) Between the level of Machiavellianism and “communicative potential” ( $r = -0.320$  at  $p \leq 0.01$ ). Flexibility is one of the most important conditions for mutual understanding in interpersonal communication, the ability to use different behaviours depending on the requirements of the context. Explicit Machiavellians are more rigid. They are convinced that manipulation is the most effective way. They are not capable of emotional involvement in relationships, using stereotypical forms of emotional response.

7) Between the level of Machiavellianism and “moral and ethical normativity” ( $r = -0.393$  at  $p \leq 0.01$ ): with the increase in the level of Machiavellianism, there is an increasing focus on achieving one's own goals, rigidly defending one's position in discussions, as well as a focus on finding different opportunities in the situation. All this, as we can understand, is not a manifestation of high moral and ethical qualities. In other words, true Machiavellians ignore social morality when it interferes with achieving the desired result.

8) Between the level of Machiavellianism

and “adaptation” ( $r = -0.250$  at  $p \leq 0.05$ ): the more a person is prone to manipulation, the less adapted he or she is. In our opinion, low adaptation is the result of the integration of the above factors.

Thus, a low assessment of the significance of one's activities and an unwillingness to establish deep interpersonal contacts due to low acceptance of others leads to emotional discomfort. This, in turn, can lead to a sense of subjective unhealthiness. The desire to dominate and constant external control cause tension, contributing to an increased disregard for social morality to achieve the desired result.

Since, according to the results of our study, we have found that students with a high level of tendency to manipulate other people have low communication potential, we believe that in order to improve the socio-psychological adaptability of people prone to manipulation and develop their communication skills, it would be very useful to recommend them to undergo a socio-psychological training in communication and psychological self-defence, which is designed for 8 practical sessions, because it is extremely important to be able not only to control

The sample of subjects who took part in the training consisted of junior students from different faculties of Mukachevo State University. The programme does not require any special training from the participants. Based on the data of the confirmatory experiment, students who had high scores on the Machiavellianism scale were offered to take part in the training. Eleven students expressed a desire to participate. The control group consisted of 25 people.

An experimental cross-section of the control and experimental groups was made before the training and after its completion. The participants of the training received questionnaires for preliminary evaluation of the training together with the author's methodology for studying the level of Machiavellianism and social adaptation.

The purpose of the training is to develop a communication strategy and the ability to behave in society. Frequency of classes: 1 time per week. Duration of the training: 1.5 - 2 hours.

In order to assess the differences between the control and experimental groups before and after the training, an experimental cross-section was made using the non-parametric method of comparing samples - the Mann-Whitney U test. The conclusion about the similarity or difference of the studied groups is made using the empirical value of the criterion, which reflects the degree to which the series of values for each of the scales of this methodology coincide (Table 4).

Table 4

The value of the U criterion for the experimental and control groups before the training

Scale	Mann - Whitney U-test	W- Wilcoxon	Z	Approximation (2-sided probability)
Adaptation	97,000	233,000	-1,192	0,133
Communication potential	86,500	222,500	-1,576	0,115
Moral and ethical normativity	99,500	235,500	-1,082	0,279
Machiavellianism	109,500	245,500	-0,704	0,881

When comparing the control and experimental groups before the psychocorrectional intervention, no statistically significant differences were recorded at the level of significance of  $p < 0.005$ . This suggests that further work with these groups is needed to identify possible differences that may be detected after the training programme.

The next step was to test the effectiveness of the training programme in the control and

experimental groups using the Wilcoxon signed-rank test. This criterion is considered to be non-parametric and is designed to compare indicators measured on the same sample of subjects. In our case, we are talking about the comparison of indicators before and after the exercise.

Analysing the data for the control group, we can say that there are no statistically significant differences (Table 5).

Table 5

The value of the T-Wilcoxon test for the control group at the end of the training

Scale	Z	P
Adaptation	-1,098	0,272
Communication potential	-2,140	0,332
Moral and ethical normativity	-0,412	0,680
Machiavellianism	-0,884	0,377

After applying the Wilcoxon T-test analysis, statistically significant differences were found in the experimental group after the training at the level of significance of  $p < 0.05$  for the following scales (Table 6): Adaptation and Machiavellianism.

Table 6

The value of the T-Wilcoxon criterion for the experimental group after training

Scale	Z	P
Adaptation	-3,541	0,002
Communication potential	-3,131	0,202
Moral and ethical normativity	-3,315	0,891
Machiavellianism	-0,642	0,021

Thus, we can state the improvement of two key indicators and conclude that the subjects who underwent the training program to improve their communication skills and skills of resisting manipulation became more energetic and civilized in organizing interpersonal interaction with others, learned to more constructively defend their own personal position in a manipulative situation, and used algorithms to protect themselves from manipulative influence. They also learned how to better overcome negative emotions by reducing their importance and the degree of emotional involvement, and how to actively use behavioural strategies and other possible personal resources to find ways to adapt effectively.

**Conclusions.** Psychological mechanisms of manipulative action ensure the effectiveness of the psychological influence of a manipulator on the object of manipulation. The mechanisms of manipulation are based on power relations and begin to gain importance when one person forces another to do something in accordance with his or her will. Socio-psychological adaptation can be presented as a process and result of an individual's active adaptation to the conditions of the social environment, during which the goals, value orientations of the group and the individual are approximated, and the norms, traditions, and group culture are assimilated (Tillson, 2021).

The methods used in our study: the MAC-scale, the Rogers-Diamond method of diagnosing psychosocial adaptation, the multilevel personality questionnaire "Adaptability" and the projective method "Self-portrait" allow us to conclude that students with a high level of tendency to manipulate others have low integral indicators of psychosocial adaptation. Students with a tendency to manipulate are less likely to have features of such integral indicators as: "adaptation", "recognition of others", "emotional comfort", "behavioural regulation and neuropsychological stability", "communication potential", "moral and ethical normativity" and "group of adaptive abilities".

Since the problem of manipulation is quite

relevant nowadays, and many studies are being conducted to learn how and whom to manipulate correctly, in the socio-psychological training we have developed, we have indicated ways of psychological protection against manipulation in the context of educational work with young people.

The conducted quantitative and qualitative analysis of the results of the formative experiment shows that experimental work with students who are characterized by high manipulative potential, high Machiavellianism and low adaptability contributed to their personal development in a positive way. At the same time, the severity of the use of constructive non-manipulative strategies of interaction with peers and personal adaptability in the experimental group increased significantly. In the control group, where such work was not conducted, no significant personal changes were found. The comparative analysis revealed statistically significant differences between the experimental groups before and after the training, and the coincidence of the results of the experimental and control groups at the end of the psychocorrective impact, which indicates the normalization of the experimental group with which the corrective work was conducted.

Thus, the implemented program of counter-manipulative self-regulation and contractorization of interpersonal interaction serves as an effective psychological means of personal growth of students of all courses, contributes to the increase of constructiveness of their behaviour in the social environment.

In further research on this issue, in our opinion, it is necessary to study in more detail the role of Machiavellianism in the socio-psychological adaptation of representatives of different professions, to engage in an in-depth study of the factors that prevent the formation of a sufficient level of socio-psychological adaptation of a personality prone to manipulating others and to develop new programmes to improve socio-psychological adaptation in people with a high level of Machiavellianism.



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## Анотація

ПСИХОЛОГІЧНИЙ ЗАХИСТ ВІД МАНІПУЛЯЦІЙ  
У ПРОСВІТНИЦЬКІЙ РОБОТІ З МОЛОДДЮ

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**Вступ.** Тема маніпуляції свідомістю сьогодні активно обговорюється представниками широкої громадськості, стає предметом бурхливих наукових дискусій, гострої полеміки. Дослідження проблематики маніпуляції свідомістю і розгляд її з наукової точки зору нараховує лише кілька десятків років. Це пояснюється опосередкованістю висвітлення даної теми у контекстах інших, суміжних з нею явищ і процесів. Отже, питання маніпуляції свідомістю з боку гуманітарних дисциплін, особливо соціальної психології, залишається відкритим і остаточно не досліджуваним.

**Теоретичне підґрунтя.** Дана робота присвячена дослідженню взаємозв'язку схильності до маніпулювання іншими людьми з особливостями соціально-психологічної адаптації особистості. Необхідність у вивченні та проведенні дослідження на вказану тему зумовлюється, на наш погляд, низкою причин: проблема маніпулювання людьми викликала живий інтерес впродовж всієї історії розвитку людства, окремим напрямом в дослідженні феномену маніпулювання є вивчення особистості маніпулятора (вибір людини – використовувати або не використовувати маніпулятивні стратегії в поведінці, можна розглядати як спосіб реалізації адаптаційної сторони особистості), проведення емпіричного дослідження дає змогу проаналізувати взаємозв'язок схильності до маніпулювання іншими людьми з особливостями соціально-психологічної адаптації особистості та побудувати програму розроблення навичок самооборони від маніпулятора. Таким чином, обрана тема має як наукову, так і практичну значущість.

**Методи дослідження.** У ході роботи були використано комплекс теоретичних методів: аналіз, порівняння, узагальнення, класифікація та психометричні методи: МАК-шкала, методика діагностики соціально-психологічної адаптації Роджерса-Даймонд, багаторівневий особистісний опитувальник (МЛО) «адаптивність» (Шкали 3-го рівня: поведінкова регуляція (ПР), комунікативний потенціал (КП) і моральна нормативність (МН)), проективна методика «Автопортрет». В обробці результатів емпіричного дослідження були використані кореляційний аналіз за критерієм Пірсона, порівняльний аналіз за *t*-критерієм Стьюдента.

**Результати дослідження.** Отримані результати свідчать про те, що для більшості (66%) студентів характерний середній рівень макіавеллізму. Тобто їм можуть бути властиві риси як низького, так і високого рівня макіавеллізму: вони схильні демонструвати як свої сильні, так і свої слабкі сторони. Такі люди можуть бути сором'язливі, ввічливі, не користуватися грубими висловами в мові і в той же час можуть бути критичні, прямолінійні та наполегливі в досягненні своєї мети. У певних ситуаціях їм притаманні агресивність, наполегливість і якості лідера, що виступають у поєднанні з добротою, щирістю та жалісливістю. У роботі орієнтуються як на себе, так і на партнера: проявляють співчуття, поступливість, розуміння, але мають особливу думку, відмінну від більшості, прагматичні й спрямовані на результат.

В результаті аналізу за *t*-критерієм Стьюдента (табл. 1) ми можемо спостерігати статистично значиму відмінність (при  $p \leq 0,05$ ) за такими інтегральними показниками, як: «адаптація», «визнання інших», «емоційна комфортність», «поведінкова регуляція та нервово-психічна стійкість», «комунікативний потенціал», «морально-етична нормативність» та «група адаптаційних здібностей».

Такі дані можуть свідчити про те, що у студентів зі схильністю до маніпулювання меншою мірою проявляються такі інтегральні показники як: «адаптація», «прийняття інших», «емоційний комфорт», «поведінкова регуляція та нервово-психічна стійкість», «комунікативний потенціал» та «морально-етична нормативність».

**Висновки.** Використані в нашому дослідженні методики: методика МАК-шкала, методика діагностики соціально-психологічної адаптації Роджерса-Даймонд, багаторівневий особистісний опитувальник «Адаптивність» та проєктивна методика «Автопортрет» дають нам можливість зробити висновок, що студентам з високим рівнем схильності по маніпулювання іншими властиві низькі інтегральні показники соціально-психологічної адаптації. У студентів зі схильністю до маніпулювання меншою мірою проявляються особливості таких інтегральних показників як: «адаптація», «визнання інших», «емоційна комфортність», «поведінкова регуляція та нервово-психічна стійкість», «комунікативний потенціал», «морально-етична нормативність» та «група адаптаційних здібностей».

Оскільки проблема маніпуляції у наш час є досить актуальною, і багато досліджень здійснюються з метою дізнатися про те, як і ким правильно маніпулювати, то у розробленому нами соціально-психологічному тренінгу ми зазначили способи психологічного захисту від маніпулювання в контексті просвітницької роботи з молоддю.

Проведений кількісний і якісний аналіз результатів формувального експерименту свідчить про те, що експериментальна робота зі студентами, яким властивий високий маніпулятивний потенціал, високий макіавелізм і низька адаптивність, сприяла їх особистісному розвитку у позитивному напрямі. При цьому, вираженість використання конструктивних неманіпулятивних стратегій взаємодії з однолітками та особистісна адаптивність у експериментальній групі значимо збільшилася. У контрольній групі, де така робота не проводилася, значимих особистісних змін не виявлено. Порівняльний аналіз виявив статистично достовірні відмінності між експериментальними групами до і після тренінгу, та збіг результатів експериментальних і контрольних груп на час закінчення психокорекційного впливу, що свідчить про нормалізацію експериментальної групи, з якою проводилася корекційна робота.

Отже, впроваджена програма контрманіпуляційної саморегуляції та конструктивізації начичок міжособистісної взаємодії слугує ефективним психологічним засобом особистісного зростання студентів всіх курсів, сприяє підвищенню конструктивності їх поведінки у соціальному оточенні.

**Ключові слова:** маніпуляція свідомістю; маніпулятивність; соціально-психологічна адаптація; психологічний захист; просвітницька робота; молодь; тренінг; протидія маніпуляціям.

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