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SOCIO-PSYCHOLOGICAL FACTORS OF FORMING COMMUNICATIVE TOLERANCE AMONG UNIVERSITY LECTURERS IN THE EDUCATIONAL ENVIRONMENT

A.S. Sivtseva, E.A. Braslavskaya, A.N. Ilyasova

By analyzing the impact of social psychological factors, the article delves into how university lecturers cultivate communicative tolerance throughout their professional development.

Purpose of the study. *The study aims to identify the specific socio-psychological factors that have shaped the communicative tolerance of university lecturers.*

Materials and methods of research. *Utilizing theoretical approaches, the research involved an in-depth analysis of fundamental concepts within psychological and philosophical frameworks. Additionally, the study employed various mathematical statistical methods, such as correlation, factor, and cluster analyses, to explore the complex interplay of factors influencing communicative tolerance. In the study, various diagnostic tools were utilized as well, i.e. the Tolerance Index express questionnaire (by G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaev, L.A. Shaigerova), the Communicative Tolerance Questionnaire (by V.V. Boyko), Methodology for the evaluation of the level of empathic abilities (by V.V. Boyko), the Sixteen Personality-factor questionnaire (16 PF) (by R. Cattell), Methodology for the Diagnosis of interpersonal relationships (DME) (by T. Leary).*

Research results. *The findings of the research provide a theoretical analysis of communicative tolerance development, shedding light on its significance and role within the professional realm of lecturers. The insufficient development of critical thinking among university lecturers has been validated through empirical data analysis, highlighting the impact of various internal and external social psychological factors on their communicative tolerance. Factors such as empathy, emotional*

maturity, emotional-volitional qualities, communicative qualities, positive communicative attitude, social maturity, and professional maturity play a significant role in shaping the level of communicative tolerance exhibited by university lecturers. Additionally, a strong statistical correlation was identified in the study, emphasizing the need for further research in this area. The study found a strong statistical link ($p < 0.01$) between positive communication attitude and communication tolerance, despite the absence of a statistically significant correlation between empathic abilities and communication tolerance. Research findings indicated that teachers who demonstrated moderate levels of empathy also displayed the greatest communication tolerance. Additionally, significant connections were uncovered between communication tolerance and various characteristics, such as emotional-volitional traits like “emotional stability” ($p < 0$).

Practical implications. The obtained results of the study could be used in additional vocational training, job placement and job training schemes in order to improve the professional competence of teaching staff.

Keywords: academic staff; communicative tolerance; general tolerance; psychological factors of communicative tolerance; socio-psychological factors

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Научная статья | Методология и технология профессионального образования

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ ТОЛЕРАНТНОСТИ ПРЕПОДАВАТЕЛЕЙ В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ ВУЗА

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На основе анализа влияния социально-психологических факторов в статье рассматривается вопрос о формировании коммуникатив-

ной толерантности преподавателей вузов на протяжении своего профессионального развития.

Целью статьи является выявление конкретных социально-психологических факторов, формирующих коммуникативную толерантность преподавателей вузов.

Материалы и методы исследования. Используя теоретические подходы, исследование включало углубленный анализ фундаментальных психологических и философских концепций. Кроме того, в исследовании использовались различные математические статистические методы, такие как корреляционный, факторный и кластерный анализ, которые позволили нам изучить сложное взаимодействие факторов, влияющих на коммуникативную толерантность. В ходе исследования были использованы различные диагностические инструменты, включая экспресс-опросник «Индекс толерантности» (разработанный Г.У. Солдатовой, О.А. Кравцовой, О.Е. Хухлаевым, Л.А. Шайгеровой), опросник коммуникативной толерантности (по В.В. Бойко), методику оценки эмпатических способностей (по В.В. Бойко), 16-факторный личностный опросник (по Р.Б. Кеттелу) и методику диагностики межличностных отношений (по Т. Лири).

Результаты исследования демонстрируют теоретический анализ развития коммуникативной толерантности, ее значение и роль в профессиональной сфере преподавателя. Недостаточное развитие критического мышления у преподавателей вузов подтверждено анализом эмпирических данных, подчеркивающим влияние различных внутренних и внешних социально-психологических факторов на их коммуникативную толерантность. Значительную роль в формировании уровня коммуникативной толерантности преподавателей вуза влияют следующие факторы: эмпатия, эмоциональная зрелость, эмоционально-волевые качества, коммуникативные качества, позитивный коммуникативный настрой, социальная зрелость, профессиональная зрелость. Кроме того, в исследовании была выявлена сильная статистическая корреляция, что подчеркивает необходимость дальнейших исследований в этой области. Исследование выявило сильную статистическую связь ($p < 0,01$)

между позитивным коммуникативным отношением и коммуникативной толерантностью, несмотря на отсутствие статистически значимой корреляции между эмпатическими способностями и коммуникативной толерантностью. Результаты исследования показали, что преподаватели, проявляющие умеренный уровень эмпатии, также демонстрировали наибольшую коммуникативную толерантность. Кроме того, выявлены значимые связи между коммуникативной толерантностью и различными характеристиками, такими как эмоционально-волевые черты типа «эмоциональная устойчивость» ($p < 0$).

Область применения результатов. Полученные результаты исследования могут быть использованы в схемах дополнительного профессионального обучения, при трудоустройстве и профессиональной подготовке работников сферы образования с целью повышения профессиональной компетентности педагогических кадров.

Ключевые слова: академический состав; коммуникативная толерантность; общая толерантность; психологические факторы коммуникативной толерантности; социально-психологические факторы

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Introduction

Issues of tolerance, liberality and non-violence are fundamental in the documents of UNESCO and the UN Declaration of Principles on Tolerance states that tolerance is “respect, acceptance and proper understanding of the rich diversity of our world’s cultures, our forms of self-expression and ways of expressing human individuality” [5]. Currently, in the context of globalization and informatization, these problems have not lost their relevance since the unification of cultural values, the destruction of national identity, manipulation of the mass consciousness of society,

etc. contribute to the “increase in xenophobia, racism and intolerance” throughout the world [14]. As a result, since 2019, the priority areas of the United Nations have included the fight against hate speech [8], since due to professional activities, teachers at schools are exposed to interactions with people of different cultures, nationalities, genders, ages, political views, etc. Consequently, the ability to communicate with different individuals and build interpersonal relationships with them is an integral component of pedagogical activity. Therefore, the above-stated facts undoubtedly accentuate the relevance of our research.

The issue of tolerance is especially topical in the field of higher education, since university lecturers are exposed to interactions with adults who already have established moral and ethical values and outlooks on life. In these conditions, a lecturer must be able to build an open, trusting dialogue with students and colleagues, take into account and accept the viewpoint of other people, exclude rigidity in a conversation, objectively evaluate himself and others as well as show empathy, etc. [16].

We consider communicative tolerance as one of the crucial components of the professional competence of a university lecturer which is based on mutual trust and understanding in the “teacher-student” relationship. We believe that communicative tolerance contributes to the manifestation of goodwill and helps to establish a favourable psychological climate in the academic staff in a higher educational institution [7].

We define the notion “communicative tolerance of a university lecturer” as the establishment of a positive relationship between students and a university lecturer. This concept involves acknowledging the equality of students in communication, taking into consideration their unique psychological traits. It also entails the promotion of student self-expression by creating an environment free from teacher dominance. [17].

It should be noted that the effectiveness of a modern university lecturer is determined by various factors, including social psychological ones. We interpret the concept “factor” as a force or incentive that moves a process or phenomenon forward. Furthermore, it is social psychological factors that give a qualitative impetus to the development of the educator’s interaction with the environment, ensure his or her personal growth

and contribute to the increase in the efficiency of the educational process in higher educational institutions [1].

K. Thomas, E. Nilsson, K. Festin, P. Henriksson, M. Lowen, M. Löf, and M. Kristenson note that social psychological factors can characterize a person not only from the perspective of his belonging to a particular social environment, but can also affect his physical and psychological state [13]. J. Upton, also emphasizes that social processes are largely determined by psychological factors [15]. L. Dikaya, A. Makhnach, A. Laktionova, in turn, add that the problems of labour and professional psychology cannot be studied in isolation from the macrosocial context. A person as a subject of the professional and social environment should be considered from the point of view of interconnected social, psychological and professional aspects in the metasystem “person - profession - society” [6, p. 138-139].

Thus, agreeing with I. Volkova that “...tolerance is the basic principle of social interaction in the modern world...” [16, p. 134], we believe that it is impossible to consider the phenomenon of communicative tolerance of university lecturers outside of social and psychological factors.

It is important to state that the level of development of tolerance in students directly depends on the level of its development in lecturers, and this is largely determined by social and psychological aspects [7]. However, there are still no studies devoted to the problems of developing communicative tolerance among university lecturers in the framework of social psychological approach.

Therefore, the purpose of the study is to determine the social-psychological factors contributing to the formation of communicative tolerance of a university lecturer.

In order to reach the outlined goals, various objectives have been established:

- analyzing the impact of social psychological factors on the development of communicative tolerance among university instructors is a key priority;
- investigating the overall and communicative tolerance levels of higher education professionals is also deemed essential.

Materials and research methods

During the research, various methods were utilized, including theoretical analysis drawn from psychological and philosophical literature, as well as mathematical statistical methods such as correlation analysis, factor analysis, and cluster analysis.

The main methodological tools of the study were:

- a) express questionnaire “Tolerance Index” (G. Soldatova, O. Kravtsova, O. Khukhlaev, L. Shaigerova) used to diagnose the general level of tolerance of university lecturers [11; 12];
- b) questionnaire of communicative tolerance (V. Boyko) to determine the tolerance of subjects in communication [2, 3];
- c) a method for diagnosing the level of empathic abilities (V. Boyko) to determine empathic manifestations in higher school educators towards their interlocutors in the communication process [3];
- d) 16-factor personality questionnaire (R. Cattell) to identify the intellectual, emotional-volitional and communicative qualities of educators of higher educational institutions which are quite essential in the formation of communicative tolerance [4];
- e) a method for diagnosing interpersonal relationships (T. Leary) to examine the relationship of lecturers a) with students b) with the teaching staff [9].

The obtained data were subjected to statistical analysis followed by qualitative interpretation and meaningful generalization [10; 18].

Research results

The experimental study included 76 teachers of various age groups and subjects taught by them. The experimental basis for the study was the Federal State Autonomous Educational Institution of Higher Education “Sevastopol State University” (Sevastopol) and the “Institute of Pedagogical Education and Management (branch) of the Federal State Autonomous Educational Institution of Higher Education “Crimean Federal University named after V.I. Vernadsky”, Armyansk.

The first stage of the empirical study was aimed at examining the levels of general tolerance of university lecturers, as well as the obser-

vation of the main manifestations of their intolerance. The suggested study of the general tolerance of educators of a higher educational institution (through the “Methodology for diagnosing the tolerance index” (G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaev, L.A. Shaigerova) showed that 24.9% of lecturers in higher educational institutions have a low level of general tolerance, 46.4% average level and only 28.7% have a high level (Fig. 1).

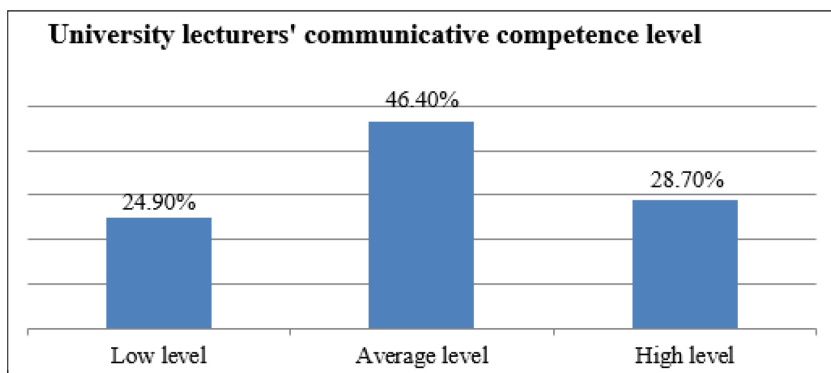


Fig. 1. University lecturers' communicative competence level among participants in the experimental group

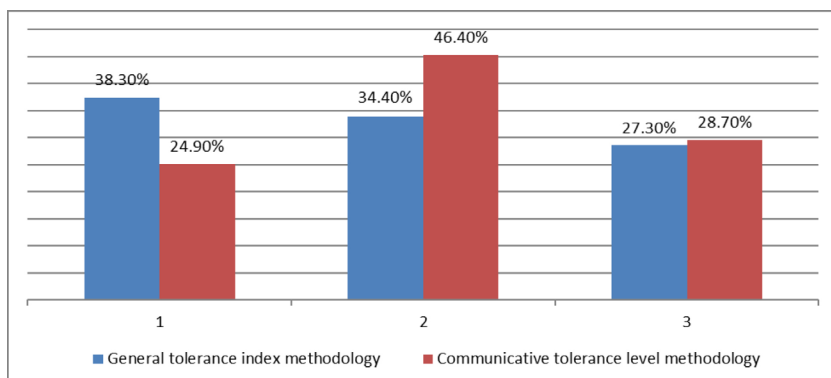


Fig. 2. General tolerance index development evaluation among the experimental group participants

In the process of evaluating the communicative tolerance with the help of “Communicative tolerance questionnaire” by V.V. Boyko, it

was revealed that the largest number of lecturers (45.3%) displayed an average level of communicative tolerance. A quarter of all respondents (25.1%) was marked by a low level of communicative tolerance. Only 29.6% of educators achieved a high level of communicative tolerance consequently (Fig. 2).

In the process of carrying out a factor analysis of the main components of communicative intolerance, two main factors were identified:

1) “intolerance to the individuality of others” which combined the following components: “intolerance to the physical and psychological discomfort in communication” (0.799); “inability or unwillingness to accept the individuality of other people” (0.759); “low adaptability to different character traits, habits, and attitudes of others” (0.548); “inability to hide unpleasant feelings that arise when faced with uncommunicative qualities of partners” (0.551); “regarding oneself as a “sample” when assessing the behaviour, way of thinking and individual features of other people” (0.539) (Fig. 3);

2) “a strive to reshape and adjust communication partners” formed the following components: “effort to re-educate one’s partner” (0.847); “desire to adapt the partner to oneself, to make him “comfortable” (0.649); “inability to forgive another for his mistakes, awkwardness” (0.570); “rigidity and conservatism in assessments of other people” (0.531) (Fig. 4).

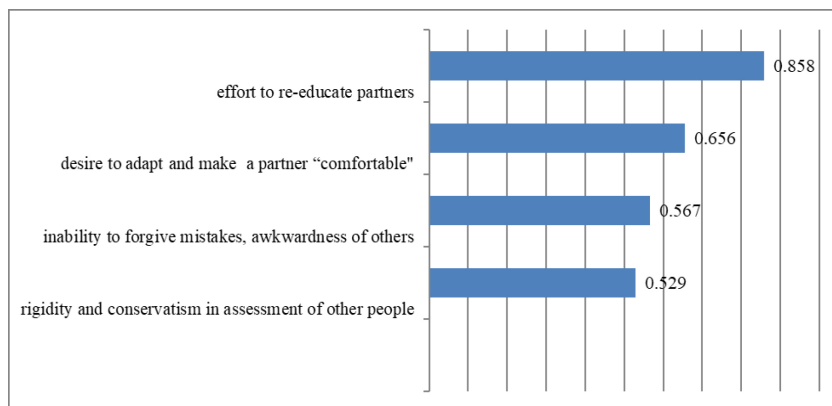


Fig. 3. Factor analysis (in terms of intolerance to the individuality of others) of general tolerance among the experimental group participants

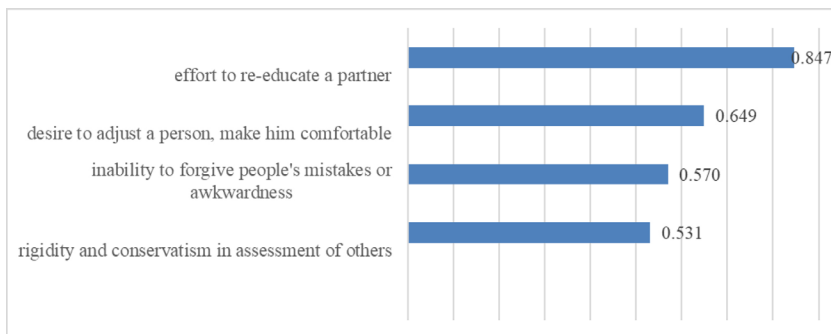


Fig. 4. Factor analysis (in terms of intolerance to the individuality of others) of general tolerance among the experimental group participants

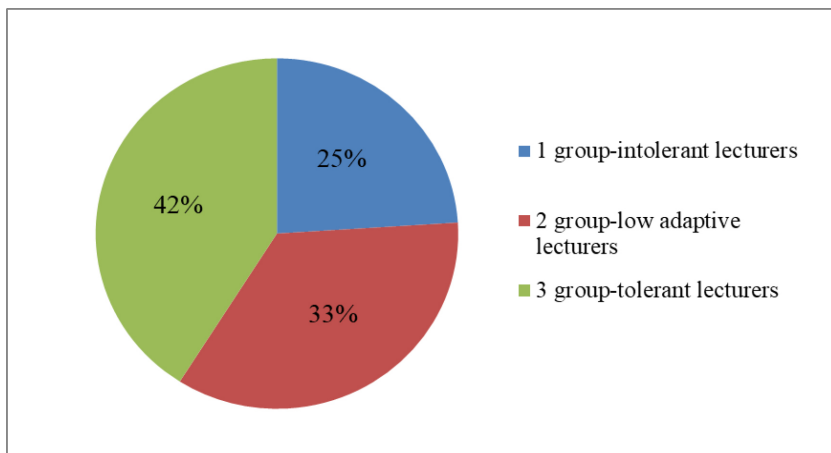


Fig. 5. General tolerance cluster analysis (3 groups) in the experimental group participants

Through the analysis of various factors, a grouping of lecturers was conducted, resulting in the categorization of three distinct clusters. The initial cluster identified, comprising 25% of respondents, was labeled as “educators with low tolerance” due to their pronounced lack of acceptance towards the uniqueness of others. The second group comprised “low-adaptive educators” (33%), who were mainly trying to re-educate their interaction partners. The third group “tolerant lecturers” (42%) includes those who displayed no signs related to intolerance. Consequent-

ly, we can say that the majority of lecturers (59%) form a focus group, since its representatives were characterized by a range of certain manifestations of communicative intolerance (Fig. 5).

In order to uncover the underlying psychological elements that impact the enhancement of communicative tolerance among college professors, the researchers delved into the second phase of the empirical investigation, employing the “Chi-square” criterion (χ^2). A noteworthy discovery was made regarding the correlation between an individual’s overall tolerance level and their communicative tolerance level, with statistical significance ($p < 0.05$) being established. This leads to the assertion that the advancement of an educator’s communicative tolerance may be rooted in the progression of their general tolerance.

Our study delved into the psychological factors influencing the development of communicative tolerance in higher education instructors. Applying V. Boyko’s Methodology for assessing empathic skills, we scrutinized the communicative disposition. Our findings unveiled a significant connection ($p < 0.01$) between a positive communicative disposition and communicative tolerance. This link suggests that an uptick in favorable communicative disposition corresponds to an increase in communicative tolerance levels.

After analyzing the empathic abilities of university lecturers using V. Boyko’s diagnostic methodology, no significant correlation was found between empathy and communicative tolerance. Surprisingly, educators with moderate levels of empathy exhibited the greatest levels of communicative tolerance.

The study of intellectual, emotional-volitional and communicative qualities (through 16-factor personality questionnaire by R. Cattell) and their connection with communicative tolerance revealed the presence of a statistically significant connection between the level of communicative tolerance and the personality traits of each of them. It has been stated that communicative tolerance is most closely connected with the emotional-volitional personality traits that make up the emotional-volitional block and somewhat connected to a lesser extent with the qualities related to the communicative and intellectual block. Thus, the study showed

the presence of a statistically significant connection between the level of communicative tolerance and the following personal characteristics: a) emotional-volitional - “emotional stability” ($p < 0.001$), “appropriateness” ($p < 0.01$), “rigidity” ($p < 0.01$), “anxiety” ($p < 0.01$); b) communicative – “social courage” ($p < 0.05$); c) intellectual – “radicalism” ($p < 0.01$). Moreover, a positive relationship is observed with some of the outlined qualities, and a negative relationship with others (Fig. 6).

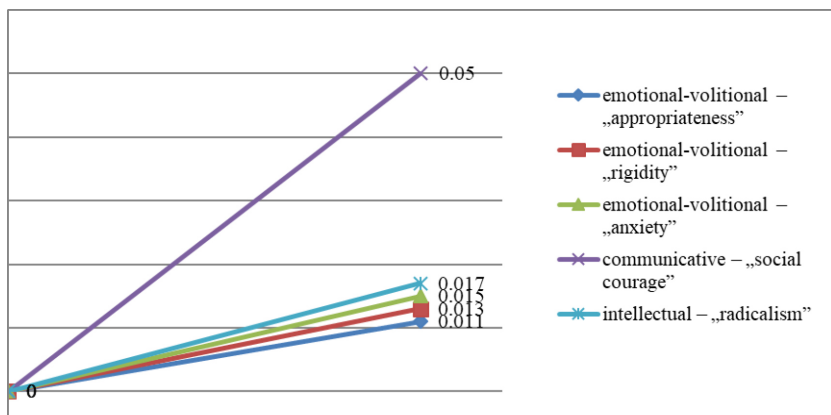


Fig. 6. Statistical relationship significance level in the experimental group participants

A study of the characteristics of the style of interpersonal relations of lecturers of higher educational institutions (through T. Leary’s methodology) and its connection with communicative tolerance showed the presence of a statistically significant connection ($p < 0.05$) between the “goodwill” style and communicative tolerance.

Analysis of the influence of gender on the level of communicative tolerance of university lecturers did not reveal statistically significant differences between male and female educators, but a dependence of communicative tolerance on a combination of two factors (gender and age, $p < 0.05$) was established.

During the investigation into how professional experience impacts communicative tolerance, no notable correlation was unearthed. Surprisingly, lecturers boasting over 15 years of experience showed a mar-

ginal uptick in their level of communicative tolerance. Delving into the specifics of communicative attitude using the “Method for diagnosing the communicative attitude” by V. Boyko, a significant relationship with communicative tolerance was detected ($p < 0$).

The correlation between communicative tolerance and a positive communicative attitude is evident. The greater the positive communicative attitude, the more pronounced the level of communicative tolerance becomes.

Discussion of the results

During the preliminary investigation, it was discovered that the majority of university lecturers exhibit a lack of communicative tolerance towards their students. Only a small fraction of the respondents displayed a satisfactory level of respect and recognition of equality in communication. The study also highlighted the importance of considering individual psychological characteristics of students in interactions, as well as the need to create an environment conducive to their self-fulfillment.

During the factor analysis of the main components of communicative tolerance among lecturers in higher educational institutions, two primary factors were distinguished. These factors included a) “Challenges in adapting to others’ characteristics”, “Resistance to accepting the uniqueness of others”, “Struggles with concealing negative emotions towards uncommunicative qualities in partners”, and “Discomfort with partners’ physical and psychological traits”. Additionally, a significant correlation ($p < 0.05$) was observed between an individual’s general tolerance level and their communicative tolerance level.

In the process of cluster analysis, educators were divided into three specific categories according to their behaviors and mindsets. The initial group, representing 33% of the teachers surveyed, was identified as “reformers” because of their strong desire to transform and reconstruct their communication counterparts. These efforts to alter their partners include endeavors to instruct or influence them, pushing for conformity to personal comfort preferences, holding a strict stance towards errors or awkwardness, and employing a rigid, critical method to evaluate individuals.

In the analysis conducted, it was found that a majority of the sample, 42%, belonged to the group of “tolerant lecturers” who were noted for their lack of intolerance in social interactions. Additionally, 25% of the participants were classified as “impatient lecturers” due to their inability to accept the uniqueness of others. Finally, a thorough examination uncovered a range of social and psychological elements that heavily influence the communicative tolerance levels exhibited by these educators.

Despite the lack of statistically significant correlation between empathic abilities and communication tolerance, the study unveiled that educators who showed moderate levels of empathy displayed the highest levels of communication tolerance. A strong statistical connection ($p < 0.01$) was identified between positive communication attitude and communication tolerance. Furthermore, the research highlighted noteworthy associations between communication tolerance and different attributes, including emotional-volitional traits like “emotional stability” ($p < 0$).

The research discovered a strong link between communicative tolerance and the interpersonal relationships style of “goodwill” among lecturers in higher educational institutions. This link was determined to be statistically significant at a level of $p < 0.05$. Emotional factors were also identified as key contributors to the promotion of communicative tolerance. Factors like “appropriateness”, “anxiety”, and “emotional rigidity” were found to be positively associated with communicative tolerance, while both “social courage” and “radicalism” showed mixed positive and negative correlations with this trait.

In the study, it was observed that educators who have been in the profession for more than 15 years exhibited a modest increase in their communicative tolerance levels. Interestingly, no significant differences were detected among educators with different professional backgrounds or between male and female educators in terms of their communicative tolerance. Furthermore, the research highlighted a strong connection ($p < 0.05$) between the interpersonal relationship style known as “goodwill” and the communicative tolerance of lecturers working in higher education institutions.

No noticeable differences were detected between male and female educators in terms of their level of communicative tolerance, showing

that gender was not a significant factor in determining this aspect among educators. Moreover, it was found that the level of communicative tolerance among educators did not vary significantly based on gender.

Conclusion

The research methodology allowed us to draw the following conclusion. Since the study revealed an insufficient level of development of communicative tolerance in more than half of the respondents, as well as a direct dependence of its formation on social psychological factors, we can assert the need to develop and experimentally test a training program aimed at developing communicative tolerance among educators of higher educational institutions, which is a further prospect for research.

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