

Karamushka, L.M., Brukhovetska, O.V., Ivkin, V.M.

FEATURES OF SECONDARY SCHOOL PRINCIPALS' PROFESSIONAL TOLERANCE ORIENTATION

Karamushka, L.M., Brukhovetska, O.V., Ivkin, V.M. Features of secondary school principals' professional tolerance orientation. The article deals with the conceptual model and components of secondary school principals' professional tolerance.

The authors analyze three types of secondary school principals' professional tolerance orientation: inter-tolerance (external type) - orientation mainly to the environment and subjects of the educational process; auto-tolerance (internal type) - orientation mainly to their own personality and positive self-perception; balanced tolerance - an active professional position and positive attitudes to the teaching staff, the environment and themselves as professionals and individuals.

The secondary school principals' professional tolerance has been found to be mainly at low level of development. The authors discuss different orientations of secondary school principals' professional tolerance and the relationship between the types and levels of secondary school principals' professional tolerance orientation.

Key words: *secondary school principals' professional tolerance, formation of secondary school principals' professional tolerance, types of secondary school principals' professional tolerance orientation*

Карамушка Л.Н., Брюховецкая А.В., Ивкин В.Н. Особенности направленности профессиональной толерантности руководителей общеобразовательных учебных заведений. В статье представлена концептуальная модель профессиональной толерантности руководителей общеобразовательных учебных заведений и охарактеризованы ее компоненты.

Выявлены три типа направленности профессиональной толерантности руководителей общеобразовательных учебных заведений: интертолерантность (внешний тип) – направленность преимущественно на окружающую среду и субъекты учебно-воспитательного процесса; ауто толерантность (внутренний тип) – направленность преимущественно на личность руководителя, позитивное принятие собственной личности, отношение к себе как самоценности; сбалансированный тип толерантности – характеризуется активной позицией в профессиональной деятельности и априорно позитивным отношением как к сотрудникам и окружающей действительности, так и к себе как руководителю и личности.

Определен недостаточный уровень сформированности профессиональной толерантности исследуемых руководителей общеобразовательных учебных заведений. Проанализирован баланс направленности профессиональной толерантности исследуемых руководителей общеобразовательных учебных заведений. Установлена взаимосвязь типов направленности с уровнями сформированности профессиональной толерантности исследуемых руководителей общеобразовательных учебных заведений.

Ключевые слова: профессиональная толерантность руководителя общеобразовательного учебного заведения, сформированность профессиональной толерантности руководителя общеобразовательного учебного заведения, типы направленности профессиональной толерантности руководителя общеобразовательного учебного заведения.

Introduction. Now, in the era of global change and competition, Ukraine is undergoing a series of transformations, which are related primarily to the system of administration. Managers and administrators are reviewing their place and role in the management system to meet the new requirements for modern managers and their professionally important qualities.

Professional tolerance is viewed as an important attribute of secondary school principals, which can improve their interactions with teaching staff and social environment. Secondary school principals' professional tolerance is a set of professionally important personal qualities that provide for continuous personal growth and professional development. Tolerance is considered as active life and professional

attitudes that raise the effectiveness of professional activities and allow for effective interactions between all the participants of the educational process while preserving their own values and identities.

Professional tolerance development seems of great importance because tolerance is the opposite of aggressiveness, cruelty and violence.

Analysis of relevant research. Over the recent years, the problem of professional tolerance has been actively addressed in the writings of a number of psychologists. Some researchers have explored its manifestations and development as a personal quality (O. Asmolov [1], G. Barder [2], O. Hryva [3], E. Kleptsova [6], and others) The features of professional tolerance in the representatives of different professions have been studied by A. Demchuk [4], Y. Irkhina [5], N. Nikitina [7], Yu. Todortseva [8], T. Shansherova [9], O. Shayuk [10]. However, the development and orientations of secondary school principals' professional tolerance have been left out of the researchers' focus so far.

Aim. The article aims to analyze the types of secondary school principals' professional tolerance orientation and their relationship with the levels of secondary school principals' professional tolerance.

Results and discussion. At the theoretical stage of our study, we have determined that professional tolerance manifests itself both at the individual level in the form of a professionally important personal characteristic and at the level of a professional group as a management activity principle. Based on these findings and the Kurt Lewin field theory [11], which covers both external (environmental) and internal (subject) factors, we have developed a model of secondary school principals' professional tolerance. The model includes the components that are distinguished by professional tolerance from one another - the environment and the principal's personality. Also, among the main concepts of the model is the concept of the vector, which sets the professional tolerance orientation. Secondary school principals' professional tolerance has been shown to have three types of orientation:

- Inter-tolerance (external type) with the focus mainly on the environment and subjects of the educational process, the unconditional acceptance of others, excessive complacency, the rejection of one's own beliefs, goals and intentions, the tendency for excessive self-criticism, deep doubts about one's own uniqueness, which result in a decrease of one's own and organization's work performance;

- Auto-tolerance (internal type) with the focus on the principal's personality; it is characterized by self-respect, self-confidence, personal independence, need of and ability for self-transformation and self-realization through the profession. Without internal tolerance, the principal may get bogged down in an endless self-reflection. Hence, autotolerance is a fundamental prerequisite for the survival of the individual;

- Balanced tolerance which is characterized by an active position in the profession and positive attitudes to the teaching staff, environment and oneself. Flexibility, professional and personal creativity and originality, openness for dialogue, cooperation and positive interaction with representatives of different social groups while preserving one's own identity, self-respect, a sense of one's own competence and ability to solve professional problems become a norm and get unconditional support.

The diagnostic stage of the study aimed at finding out the features, levels and types of secondary school principals' professional tolerance. The obtained results allowed us to determine the general level of secondary school principals' professional tolerance (*Table 1*).

Table 1 Levels of secondary school principals' professional tolerance

Levels	Number of respondents (%)
Low	25.8
Average	63.1
High	11.1

As it follows from Table 1, the general level of secondary school principals' professional tolerance was quite inadequate. Thus, the overwhelming majority of the respondents had low (25.8%) and average (63.1%) levels of professional tolerance. Only 11.1% of the respondents had highly developed professional tolerance, which ensures high occupational stress resistance, effectively interaction with all participants in the educational process, and helps in career growth.

Cluster analysis allowed to group the secondary school principals by their professional tolerance orientations: the balanced type, auto-tolerant type and inter-tolerant type. The obtained results are presented in *Table 2*.

Table 2 Types of secondary school principals' professional tolerance orientation

Professional tolerance orientation	Number of respondents (%)
Balanced	50.6
Auto-tolerant	20.1
Inter-tolerant	29.2

As can be seen from Table 2, 50.6% of the respondents were found to have the balanced professional tolerance. They were active in their profession and had positive attitudes to the teaching staff and the environment, as well as to themselves as managers and individuals. They were also characterized by self-respect, self-confidence, personal independence, the need of and ability for self-transformation and self-realization through the profession.

20.1% of the respondents were oriented toward their own personality. They were characterized by an active position in their profession, positive attitudes to the teaching staff and the environment as well as to themselves as managers and individuals. They were flexible, creative, open for dialogue, cooperation and positive interaction with people from different social groups while preserving their own identity; they tended to perceive positively and unconditionally all aspects of their self, were competent and able of effective solution of professional problems and had high self-esteem.

29.2% of the respondents oriented mainly toward the environment and subjects of the educational process. They had unconditional acceptance of others, were pliable, overly self-critical, doubtful about their personal uniqueness, which usually reduced their professional proficiency.

Further analysis allowed determining the relationship between the orientation types and levels of the secondary school principals' professional tolerance (*Table 3*).

Table 3 Relationship between orientation types and levels of secondary school principals' professional tolerance

Professional tolerance orientation	Levels of professional tolerance (% of respondents)		
	Low	Average	High
Balanced	-	87.7	12.3
Auto-tolerant	9.7	81.4	8.8
Inter-tolerant	46.3	53.0	0.6

As we see from Table 3, the secondary school principals with the balanced professional tolerance had predominantly high and average levels of professional tolerance (12.3% and 87.7% respectively).

The secondary school principals with auto-tolerant professional tolerance had it mainly at the average level (81.4). In this case, professional tolerance might be caused by authoritarianism and rigidity of thinking and behavior and border on intolerance.

Inter-tolerant secondary school principals showed professional tolerance at the average and low levels of development (53.0% and 46.3% respectively). In this case, professional tolerance might be due to, on the one hand, the unwillingness to spoil relations with the teaching staff, avoidance of open negative sanctions, compliance with the environment, and on the other, low self-esteem, self-doubt, fear of contingencies, etc. This type of professional tolerance borders on unscrupulousness, lack of character and intolerance.

The diagnostic experiment has found low levels and inadequate orientations of secondary school principals' professional tolerance.

Conclusions. Based on our it can be concluded that secondary school principals' professional tolerance does not develop spontaneously, its formation requires special activities under special organizational and psychological conditions.

Our **further research** can be focused on the relationship between the types of and organizational and psychological factors behind secondary school principals' professional tolerance.

References

1. Асмолов А. Г. Толерантность : от утопии к реальности // На пути к толерантному сознанию / под ред. А. Г. Асмолова. – М. : Смысл, 2000.– 198 с.
2. Бардиер Г. Л. Социальная психология толерантности / Галина Леонидовна Бардиер. – СПб., 2005. – 118 с. : ил., табл.
3. Грива О. А. Соціально-педагогічні основи формування толерантності у дітей і молоді в умовах полікультурного середовища / О. А. Грива. – К. : Парапан, 2005. – 227 с.
4. Демчук А. В. Формирование профессиональной толерантности будущих учителей к детям с ограниченными возможностями здоровья : монография / А. В. Демчук. – Ульяновск : Зебра, 2016. – 141 с.
5. Ірхіна Ю. В. Формування професійної толерантності майбутніх викладачів вищої школи / Ю. В. Ірхіна. – 220 с.
6. Клепцова Е. Ю. Психология и педагогика толерантности : учеб. пособие для вузов / Е. Ю. Клепцова. – М. : Академический проект, 2004. – 176 с.
7. Никитина Н. И. Коммуникативная толерантность в системе профессионально значимых качеств социального педагога / Н. И. Никитина, С. Н. Толстикова // Ученые записки Московского гуманитарного педагогического института. Выпуск 1. – М. : Москов. гуманитар. пед. институт, 2002. – С. 140–145.
8. Тодорцева Ю. В. Педагогіка толерантності : [методичні рекомендації] / Юлія Володимирівна Тодорцева. – Одеса : СВД Черкасов М.П., 2004 р. – 90 с.
9. Шаньшера Т. В. Толерантные отношения в организации в кризисный период: особенности управления в условиях пересмотра отношений с сотрудниками / Т. В. Шаньшера // Известия Российского государственного педагогического университета им. А. И. Герцена. – Вып. № 115. – СПб. : Российский государственный педагогический университет им. А. И. Герцена, 2009. – С. 319–326.
10. Шаюк О. Я. Особливості психологічної структури професійної толерантності майбутніх економістів [Текст] / О. Я. Шаюк // Психологія і суспільство. – 2011. – № 3. – С. 28–65.
11. Хекхаузен Х. Мотивация и деятельность : в 2-х т / Х. Хекхаузен ; пер. нем. Д. А. Леонтьева, Е. Ю. Питяевой, Т. А. Гудковой [и др.] ; ред. Б. М. Величковский. – М., 1986. – Т. 1. – 408 с. – Т. 2. – 392 с.

Карамушка Л.М., Брюховецька О.В., Ікін В.М. Особливості спрямованості професійної толерантності керівників загальноосвітніх навчальних закладів. У статті представлена концептуальна модель професійної толерантності керівників загальноосвітніх навчальних закладів і охарактеризовані її компоненти.

Виявлено три типи спрямованості професійної толерантності керівників загальноосвітніх навчальних закладів: інтертолерантність (зовнішній тип) – спрямованість переважно на навколишнє середовище і суб'єкти навчально-виховного процесу; ауто толерантність (внутрішній тип) – спрямованість переважно на особистість керівника, позитивне прийняття власної особистості, ставлення до себе як самоцінності; збалансований тип толерантності – характеризується активною позицією в професійній діяльності і апріорно позитивним ставленням як до співробітників і навколишньої дійсності, так і до себе як керівника і особистості.

Визначено недостатній рівень сформованості професійної толерантності досліджуваних керівників загальноосвітніх навчальних закладів. Проаналізовано баланс спрямованості професійної толерантності досліджуваних керівників загальноосвітніх навчальних закладів. Встановлено взаємозв'язок типів спрямованості з рівнями сформованості професійної толерантності досліджуваних керівників загальноосвітніх навчальних закладів.

Ключові слова: професійна толерантність керівника загальноосвітнього навчального закладу, сформованість професійної толерантності керівника загальноосвітнього навчального закладу, типи спрямованості професійної толерантності керівника загальноосвітнього навчального закладу.

Отримано 31 травня 2017 р.

Рецензовано 5 червня 2017 р.

Прийнято 8 червня 2017 р.