

Tolerance of Teachers in Ukraine's Educational Landscape Amidst War

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ABSTRACT. The military aggression by the Russian Federation against Ukraine has resulted in civilian casualties, the destruction of infrastructure, and large-scale internal migration, significantly impacting the education system. In this context, the issue of tolerance has become increasingly relevant. This study aimed to assess the level and types of tolerance among Ukrainian educators during wartime. A descriptive cross-sectional survey was conducted with 150 educators from July to October 2024 using a structured self-reported questionnaire. The research tools included the “Tolerance Index” express questionnaire and the “Types and Components of Tolerance-Intolerance” scale. Statistical analysis revealed that most educators equate tolerance with indulgence, while over a third understand it as an active, respectful stance toward self and others. High levels of development were observed in interpersonal, managerial, intercultural, interfaith, intergenerational, gender, professional, and interethnic tolerance. In contrast, socio-economic and political tolerance showed average development. The overall tolerance index among education professionals was found to be at an average level, with the highest indicators noted in interpersonal, managerial, and intergenerational domains. The findings highlight the complex nature of tolerance in crisis conditions and underscore the need for targeted support and training in educational settings.

Keywords: tolerance, education, teacher, educational institution, war.

Tolerância dos professores no cenário educacional da Ucrânia em meio à guerra

RESUMO. A agressão militar da Federação Russa contra a Ucrânia resultou em mortes de civis, na destruição da infraestrutura e na migração interna em larga escala, afetando significativamente o sistema educacional. Nesse contexto, a questão da tolerância tornou-se cada vez mais relevante. Este estudo teve como objetivo avaliar o nível e os tipos de tolerância entre os educadores ucranianos durante a guerra. Foi realizada uma pesquisa descritiva de corte transversal com 150 educadores de julho a outubro de 2024, usando um questionário estruturado de autorrelato. As ferramentas de pesquisa incluíram o questionário expresso “*Tolerance Index*” e a escala “*Types and Components of Tolerance-Intolerance*”. A análise estatística revelou que a maioria dos educadores equipara tolerância com indulgência, enquanto mais de um terço a entende como uma postura ativa e respeitosa em relação a si mesmo e aos outros. Foram observados altos níveis de desenvolvimento na tolerância interpessoal, gerencial, intercultural, inter-religiosa, intergeracional, de gênero, profissional e étnica. Em contrapartida, a tolerância socioeconômica e política apresentou desenvolvimento médio. O índice geral de tolerância entre os profissionais da educação ficou em um nível médio, com os indicadores mais altos observados nos domínios interpessoal, gerencial e intergeracional. Os resultados destacam a natureza complexa da tolerância em condições de crise e ressaltam a necessidade de apoio e treinamento direcionados em ambientes educacionais.

Palavras-chave: tolerância, educação, professor, instituição educacional, guerra.

Tolerancia de los educadores en el panorama educativo ucraniano en medio de la guerra

RESUMEN. La agresión militar de la Federación Rusa contra Ucrania ha causado víctimas civiles, la destrucción de infraestructuras y migraciones internas a gran escala, lo que ha repercutido significativamente en el sistema educativo. En este contexto, la cuestión de la tolerancia ha adquirido una relevancia cada vez mayor. Este estudio pretendía evaluar el nivel y los tipos de tolerancia entre los educadores ucranianos en tiempos de guerra. Se llevó a cabo una encuesta descriptiva transversal con 150 educadores entre julio y octubre de 2024 mediante un cuestionario estructurado autoinformado. Las herramientas de investigación incluían el cuestionario expreso «Índice de Tolerancia» y la escala «Tipos y Componentes de Tolerancia-Intolerancia». El análisis estadístico reveló que la mayoría de los educadores equiparan la tolerancia con la indulgencia, mientras que más de un tercio la entienden como una postura activa y respetuosa hacia uno mismo y hacia los demás. Se observaron altos niveles de desarrollo en la tolerancia interpersonal, de gestión, intercultural, interreligiosa, intergeneracional, de género, profesional e interétnica. En cambio, la tolerancia socioeconómica y política mostró un desarrollo medio. El índice global de tolerancia entre los profesionales de la educación se situó en un nivel medio, y los indicadores más elevados se observaron en los ámbitos interpersonal, de gestión e intergeneracional. Los resultados ponen de relieve la naturaleza compleja de la tolerancia en situaciones de crisis y subrayan la necesidad de apoyo y formación específicos en los entornos educativos.

Palabras clave: tolerancia, educación, profesor, institución educativa, guerra.

Introduction

The large-scale military aggression by the Russian Federation against Ukraine and the military actions launched by Russian troops on February 24, 2022, led to the deaths and injuries of civilians in various regions of the country, the destruction of many critical infrastructure facilities or disruption of their functioning, and massive destruction of civilian objects (Nenko et al., 2023; Galynska & Bilous, 2022; Hurenko et al., 2024). All of the aforementioned negative consequences of the military invasion, along with additional negative ones, lead to large-scale migration.

As of December 2023, International Organization for Migration estimated that 3.7 million people were internally displaced within Ukraine with 70 per cent reporting to have been displaced for over a year or longer (International Organization for Migration, 2022).

According to demographers, Ukraine expects a further decline in the total population, an increase in the share of ethnic Ukrainians and a decrease in the share of Russians, an increase in the number of Crimean Tatars, and an increase in the share of migrants from the North and South Caucasus, Asia, and Africa (Potapenko et al., 2023). As of September 30, 2022, 304,167 immigrants were registered in Ukraine; 187,389 were foreigners and stateless persons (temporary) (State Migration Service of Ukraine, 2024).

Due to the country's increasing internal and external migration processes as well as globalization trends promoting tolerant attitudes among residents toward members of other cultural, ethnic, and social groups is imperative. Since internal migration is causing major changes in the field of education, the question of tolerance is particularly pertinent in this context.

Teachers' educational activities are filled with a variety of uncomfortable scenarios linked to an enhanced emotional tension from students as a result of the ongoing military actions in Ukraine (Galynska & Bilous, 2022; Hurenko et al., 2024). Similar challenges related to tolerance and interpersonal interaction in educational environments under wartime conditions were highlighted by Tkachenko et al. (2024). The reasons for this tension are associated with both external and internal factors.

External factors include the specific nature of teachers' professional responsibilities, such as ensuring students' safety, conducting classes in shelters, and working during frequent air raid alerts and drone attacks. Additional stressors involve heavy workloads, high levels of emotional and intellectual strain, and challenges related to large student groups and difficult educational conditions.

Among the subjective, internal factors are individual properties of the nervous system, the level of sensitivity to professional difficulties and the difficult situation in the country, experience, knowledge and skills (Tanhan et al., 2021; Kashkhyrbay et al., 2024).

In addition to the above, the problems faced by the modern educational institutions and the teacher are the complication of interethnic relations, population stratification, intolerance of people of different faiths and views, etc.

Numerous social, political, ideological, religious, and ethnic factors divide citizens into groups with their own interests and perceptions of their environment (Bykova et al., 2024). The multicultural nature of contemporary Ukrainian society is increasingly reflected in educational communities and interpersonal interaction within educational institutions.

Pedagogical tolerance is necessary in challenging situations involving discipline-related interactions between teachers and students, interactions with colleagues and administration based on differing viewpoints, opinions, and the distribution and volume of teaching load, and interactions between teachers and students' parents resulting from differences in how the teacher and parents evaluate the student (Alzyoud et al., 2016; Halstead, 2000).

Bludova et al. (2023) analyzed the main issues of development and enrichment of the pedagogical cluster of educational services in Ukraine and proved that the pedagogical process of professional training of future teachers in higher education institutions needs constant modernization. In accordance with modern requirements (world trends, democratic values, principles of a market economy, modern scientific and technical achievements; updating of methodological tools, expansion of innovative approaches to the training of teaching staff, etc.) and the realities of today (organization of the educational process in conditions of quarantine restrictions, martial law, etc.) pedagogical tolerance is suggested to enrich educational services in Ukraine.

Educational organizations are significantly influenced by contemporary social processes and therefore must adapt to current societal challenges. This requires the development of tolerance both at the institutional level and at the level of interpersonal interaction among educational staff.

University stakeholders, given their influential role, should demonstrate tolerance toward colleagues and students, thereby contributing to a more inclusive educational environment (Kashkhynbay, 2024).

In the work of a teacher, pedagogical tolerance is crucial, and this is where, regrettably, there is a severe lack of tolerance and respect. A teacher's professional activity should be based on an understanding of tolerance as respect for equality, recognition of cultural and ideological diversity, and rejection of domination, discrimination, and violence. Such an approach promotes mutual respect and constructive interaction within the educational environment.

Addressing these challenges requires a comprehensive approach to investigating the issue of staff tolerance in educational institutions as a multifaceted phenomenon.

However, despite the growing body of research on pedagogical tolerance, limited attention has been paid to the peculiarities of tolerance among Ukrainian educators under wartime conditions. In

particular, insufficient research has addressed the levels and types of tolerance among educational staff in the context of military conflict, internal displacement, and increased social tension.

Therefore, the objective of this study was to assess the level and main types of tolerance among Ukrainian educators during the ongoing war and to identify the most and least developed components of tolerance within educational organizations.

Methodology

Study design

A descriptive cross-sectional study was conducted over four months, from July 2024 to October 2024, to evaluate tolerance levels among educators in Ukraine amidst the ongoing war.

Objective

This study focused on Ukrainian educators to evaluate tolerance levels amidst the ongoing war.

Study sample. Inclusion and exclusion criteria

The study targeted 150 educators residing and working in Ukraine for at least the duration of the study. Inclusion criteria were not restricted by sex, race, age, or nationality. Exclusions comprised non-educators, unemployed educators or students, individuals who declined participation and individuals who declined to provide consent.

Study tools and data collection

A structured self-reported questionnaire was used for data collection. The questionnaire questions were prepared after a thorough literature review. Third-party experts reviewed the questionnaire to refine it and minimize misunderstandings and misleading questions. A Google Form was created for participants to fill out online. It was distributed through various social media platforms to encourage participation. Completing the questionnaire typically required approximately 5 to 7 minutes of the participants' time. The questionnaire (available in Ukrainian) was divided into two sections. The first section collected the socio-demographic characteristics of the participants, including their age, sex, highest level of education, work sector (type of educational institution), work experience. The second section focused on tolerance-related questions.

In addition, a number of psychodiagnostic methods were used to study the following research parameters:

- tolerance index by means of Express questionnaire “Tolerance Index” by G. Soldatova, O. Kravtsova, O. Khukhlaev, L. Shaygerova (Soldatova et al., 2008);

- components and types of tolerance of the staff of educational organizations using the methodology “Types and components of tolerance-intolerance” by G. Bardier (2005).

Standard statistical methods have been applied to analyze the data obtained.

Literature review

As the world becomes more interconnected, higher education institutions must teach students to appreciate diverse perspectives and practice pedagogical tolerance. According to Sardorovna (2023), this tolerance, which means accepting and valuing different viewpoints, cultures, and experiences, is essential for personal growth and is vital to creating a harmonious and constructive academic community.

The concept of “tolerance” is viewed as a socially important phenomenon, a norm of life in a democratic society. It is one of the main principles of human relations. Tolerance is defined as an integrative quality of a personality that reflects an active moral position and readiness for constructive interaction with people and groups regardless of their national, social, religious, gender, views, worldview, style of thinking and type of behavior; it contributes to the successful self-affirmation of an individual and his or her self-realization in society (Khodijah & Supriadi, 2024; Lee, 2024; Umar & Nurrohman, 2024).

Tolerance promotes peaceful coexistence among representatives of different social, cultural, and religious groups. It contributes to constructive conflict resolution, supports positive psychological climates within communities, and facilitates successful socialization and interpersonal interaction (Setiawan et al., 2024; Supriyadi et al., 2024).

The understanding of tolerance as respect and recognition of equality, rejection of domination and violence, recognition of the multidimensionality and diversity of human culture, norms, beliefs, and refusal to reduce this diversity to uniformity or to the superiority of any one point of view is reflected in the studies by Soldatova et al (2008).

Furthermore, tolerance is not concession, condescension, or indulgence. Tolerance is, above all, an active attitude prompted by recognition of universal human rights and fundamental freedoms of others. Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy, and the rule of law. It involves the rejection of dogmatism and absolutism, and it affirms the standards set out in international human rights instruments (Alzyoud et al., 2016).

An analysis of research by contemporary scholars (Etrat Doost & Kharati, 2025; Lundqvist et al., 2025; Tanhan et al., 2021) shows that the content of tolerance cannot be reduced to a single property or characteristic. It is a complex, multidimensional and multi-component phenomenon.

The study by Bondarenko et al. (2023) addresses several distinct types of tolerance according to the social spheres of its existence, shedding light on the complexities of how individuals and groups

navigate differences: gender tolerance, age tolerance, educational tolerance, inter-ethnic tolerance, racial tolerance, religious tolerance, geographical tolerance, cross-class tolerance, physiological tolerance, political tolerance, sexually oriented tolerance, marginal tolerance.

Pedagogical tolerance is a critical personal value and attitude within education (Alzyoud et al., 2016). It is a quality that manifests in non-conflictual behavior and helps stabilize a person's character while ensuring peaceful coexistence in society (Kashkhynbay et al., 2024). Halstead (2020) presents a perspective that aligns closely with the findings of Kashkhynbay et al. (2024), suggesting a shared understanding of the concept "tolerance" as a positive human value, which contributes to the teacher's having a heartfelt tolerance in general, which earns him the quality of his performance and high psychological health. It also contributes to build a tolerant generation that can live with others and respect the freedom of others.

Tolerance in education promotes the acknowledgment of students' rights, emphasizes the development of a natural environment of collaboration between a teacher and a student that totally forbids coercion, and views a teacher's love of teaching and love for children as their primary moral attributes. Upbringing, experience, communication, culture, values, needs, interests, character, temperament, habits, emotionality, and behavior type are some of the elements that affect how tolerance is formed.

The pedagogy of tolerance is based on dialogue, empathy, mutual understanding, and respect for individual differences. It promotes partnership-oriented interaction and contributes to the development of empathy, mutual respect, and constructive communication skills among participants in the educational process.

Analyzing educational institutions, Briukhovetska (2016) highlights the following features of their activities:

- complexity and multidimensionality of the mission, which can only be achieved through tolerant interaction between different social groups (staff of educational organizations, students, their parents, NGOs, public administration bodies, etc.);
- psychologization of the objective of programs designed to train contemporary graduates who ought to be creative thinkers, responsible citizens and people with strong spiritual principles;
- necessity of establishing a tolerant, psychologically safe learning environment; structuring interactions amongst students and educators based on a human-centered, humanistic approach, etc.);
- emotionally demanding nature of staff activities, which are, on the one hand, responsible and, on the other hand, creative in nature and requires understanding, support, and tolerant perception;
- traditional nature of the organization of the educational process, which in some cases leads to the conservatism of the education sector, makes it difficult to introduce educational innovations;
- feminization and "aging" of the teaching staff, which can be partially attributed to the profession's declining status;

- the activities of educational institutions under martial law, which places special demands on the tolerance of the participants of the educational process;

- operation of educational institutions in a challenging demographic environment, which leads to fierce competition in the context of drawing in customers for educational services by developing new institution types, broadening the scope of educational services, outflow of population abroad, etc.

The study by Savchenko et al. (2018) address several further issues on pedagogical tolerance, specifically criteria and indicators of tolerance. The scholars determine the following criteria and indicators of tolerance:

- cognitive criterion of tolerance is the amount of knowledge about the meaning of the concept of "tolerance" and its derivatives - "tolerant values", "tolerant behavior" (indicators: awareness, strength and completeness), knowledge about tolerance as a personality's quality;

- emotional-sensory criterion reflects the expression of emotions and feelings of teachers in attitude towards other people (mercy, sensitivity, compassion, friendliness), expressed in the understanding of the emotional state of other people, in empathy, in the ability to objectively evaluate yourself and others (indicators: the degree of manifestation, completeness, adequacy of emotions in relation to others);

- communicative-activity criterion characterizes the level of mastery of teachers with practical skills and communication skills on the basis of awareness of their own and others' actions and actions based on constructive methods of interaction, equal communication, ability to listen to others and to possess oneself; promotion of team unification; the implementation of tolerant values in a situation of free choice (indicators: frequency of manifestations, quality, expediency, initiative, independence);

- motivational-value, which covers moral and ethical values, motives of help, cooperation, love, empathy, compassion, complicity, mutual perception, complacency (indicators: motivation for tolerant interaction with participants of communication, positive emotional and value relation to different participants of communication, to their culture, nationality, beliefs, social group, views, the establishment of the development of personal tolerance).

The results of the diagnostic test have allowed the scholars (Savchenko et al., 2018) to determine the four levels of tolerance for future teachers: high (expressed tolerance), sufficient (situational tolerance), below average (situationally released intolerance), low (expressed intolerance).

Bondarenko's et al. (2023) study on tolerance as an important aspect of the professional competence supports the findings of Savchenko et al. (2018). The researchers outline the following criteria for tolerance:

- cognitive, as evidenced by the expression of humane feelings, understanding others, and a benevolent attitude toward a coworker or interlocutor, an awareness of the importance of respecting opinions, giving them weight, and endorsing ideas and values that are significant to others; the

equality of every individual, confidence in the necessity of respecting the opinions, culture, and customs of the surrounding people;

- emotional and evaluative criteria, demonstrated by the willingness to accept moral norms, taking into consideration interpersonal interaction and the capacity to evaluate others from a position of benevolence; the desire to evaluate the prediction of consequences that may arise for any reason, to the ability to evaluate one's own state and the future development of the situation, during which the emotion serves as an anticipatory function and leads to the possibility of performing moral actions; the chance to evaluate one's own actions as well as those of one's coworkers, colleagues, or others, while simultaneously depending on the standard of conduct in public settings, etc.;

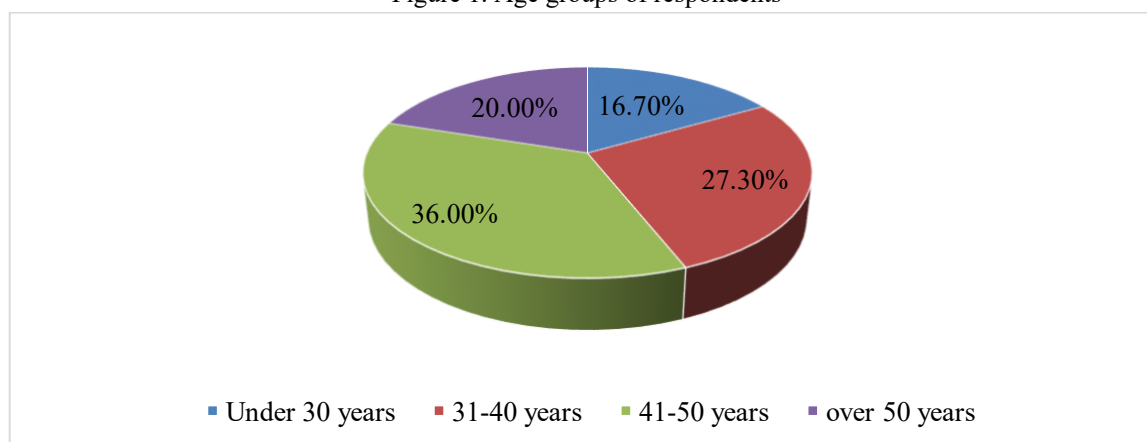
- behavioral criteria for tolerance include demonstrating etiquette through stable behaviors, such as politely greeting, saying goodbye, listening, and making requests. It emphasizes the need for comfortable interactions that foster a friendly atmosphere, alongside a positive emotional attitude towards others. Key aspects include respecting diverse thoughts and feelings, showing cognitive interest in different cultural behaviors, and collaborating with individuals of various backgrounds. Additionally, it involves treating others loyally, allowing freedom of choice, and promoting kindness and respect in diverse interactions.

Results

Participants

The sample of the survey using the authors' questionnaire "Features of Tolerance of the Staff of Educational Organizations" included 150 teachers of educational institutions in the central regions of Ukraine. By gender, the sample consisted of 92.7% of women and 7.3% of men. The age groups of respondents are presented on Figure 1.

Figure 1. Age groups of respondents

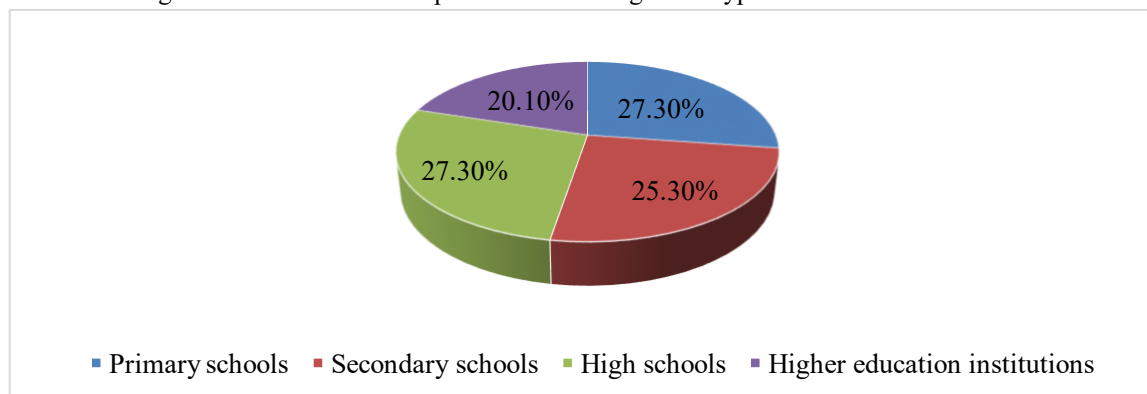


Source: Authors

As for the level of education, the following groups were formed: 83.3% of respondents had a university degree, and 16.7% had general secondary, specialized secondary, and incomplete higher education.

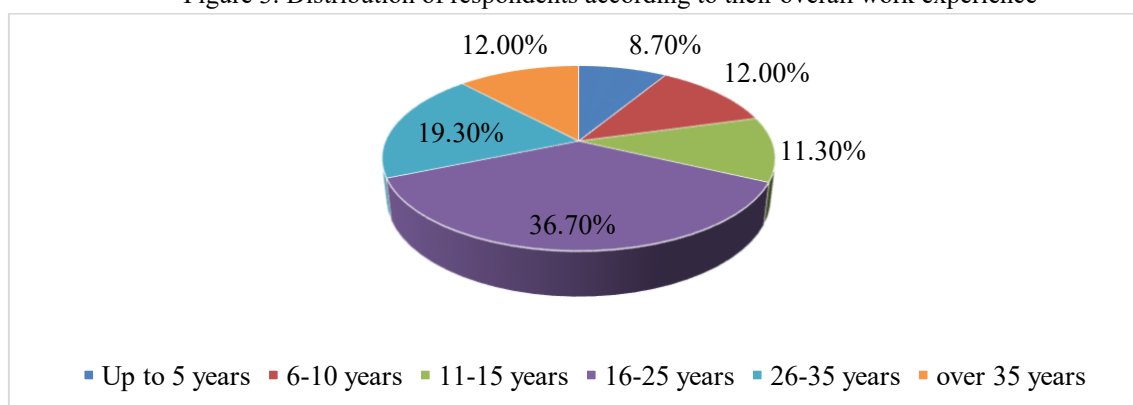
Distribution of respondents according to the type of educational institution and their overall work experience is presented on Figure 2 and Figure 3.

Figure 2. Distribution of respondents according to the type of educational institution



Source: Authors

Figure 3. Distribution of respondents according to their overall work experience



Source: Authors

We conclude that tolerance is a multifaceted, multifunctional, multilevel, multidisciplinary concept based on the examination of scientific sources. The tolerance of educational staff members is characterized as a crucial personality trait that suggests a proactive approach, shows up as a respectful attitude toward other individuals, and encompasses the interactions of educational staff members during professional activities within an educational organization.

According to the theoretical analysis of scientific sources, pedagogical tolerance consists of the following elements:

- affective component – illustrates how feelings, experiences, and emotions are reflected in the tolerance structure;
- emotional and motivational – evidenced by a wide-ranging cognitive interest and a readiness to act morally and mutually in interpersonal relationships;
- cognitive component – expressed an individual's desire to understand, show interest in another opinion, and pay attention to the interlocutor;
- conative component – manifested as readiness for interaction, as the behavior of a balanced and patient educator;
- need-motivational component – reflects desires, aspirations, intentions, and the social need for tolerant attitudes toward other people;
- activity-style component - manifested in a stable style of activity that can be assessed as tolerant; requires the following personality skills: to interact with representatives of other cultures, social and age groups; to think multiculturally; to exercise self-regulation; to apply the principles of tolerance in daily professional activities; to counteract negative antisocial manifestations in society; to show respect, trust and care for others, and to exercise self-control;
- ethical-normative component – included in the structure of tolerance as an ethical norm;
- value-oriented – tolerance as a value that is of priority importance to the individual;
- personal-sense – highlights personal meanings in the phenomenon of tolerance;
- identification-group component – shows how a person's tolerance is based on identifying himself or herself as a member of a particular social/professional group;
- identification-personality component – a qualitative component that regulates personal qualities: patience; lack of anxiety; empathy; critical thinking; cognitive complexity; social flexibility; social perception; emotional stability; independence; positive self-esteem.

The first stage of the study analyzed the perceptions of educational staff about tolerance in educational organizations using the authors' questionnaire "Psychological Features of Tolerance of the Staff of Educational Organizations".

Question 1. What is the tolerance of an individual in an organization?

The first step of the study was to analyze the peculiarities of respondents' understanding of the concept of "personal tolerance in the organization". The largest share (67.3%) of educational staff considers tolerance in the organization as "positive attitude towards other members of the organization".

More than one-third of respondents (38.0%) agree that tolerance is "an integral characteristic of a personality associated with respect for the beliefs of other members of the organization and for one's own beliefs."

Approximately one-third (34.0%) of employees consider tolerance as “psychophysiological resistance of a person to the impact of adverse factors”.

Only a fifth (20.0%) of employees view tolerance as “unquestioning acceptance of other members of the organization”.

Thus, the overwhelming majority of educators consider tolerance to be identical to indulgence, with more than a third viewing tolerance as a more active position characterized by respect for oneself and other people. This finding corresponds with the interpretation of tolerance discussed by Soldatova et al. (2008), who distinguish active tolerance from passive indulgence. These findings indicate the need to promote a more active understanding of tolerance among educational staff

Question 2. Please, rate the overall level of tolerance in your organization.

The question focuses on the respondents’ assessment of the level of tolerance of educational staff in the organization as a whole.

In particular, more than a third of respondents (38.7%) consider the level of staff tolerance in the organization to be above average. Fewer respondents (29.9% and 28.7%, respectively) consider the level of tolerance to be high and medium. Only 2.7% of the surveyed educational staff consider the level of tolerance to be below average. There are no respondents who consider the level of tolerance of teaching staff in organizations to be low.

Question 3. Please, indicate which type of tolerance is the most challenging for your organization's employees.

The results summarized in the Table 1 demonstrate that the most problematic for the staff of educational organizations is tolerance in interactions between teachers and students’ parents and tolerance in interactions between employees (respectively, 36.7% and 36.0% of employees indicate this type of tolerance). More than a quarter of respondents (26.7%) indicated that tolerance in the interaction between teachers and students is a problem for them. A smaller proportion of respondents (10.7%) consider tolerance in interactions between employees and educational management to be problematic. Finally, a very small proportion of respondents (6.7%) experience problems with tolerance in terms of interaction between members of the institution's management team. Thus, we can say that strengthening tolerance in the interaction of teachers with parents and with each other should be one of the important areas of tolerance development.

Table 1. Tolerance types that pose the most challenges for educational organization employees (percentage of respondents)

Types of tolerance	%
Tolerance in the relationship between educators and students’ parents	36.7
Tolerance in the interaction of employees with each other	36.0
Tolerance in the context of teacher-student interactions	26.7
Tolerance in context of managers' and employees' interactions	10.7

Tolerance in interactions amongst the institution's management team members	6.7
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Source: Authors

Question 4. Please, assess the level of tolerance in your organization towards internal migrants (students, parents or teachers)

More than half of the respondents (57.3%) consider the level of tolerance of staff in educational organizations towards internal migrants to be high. Significantly fewer respondents (26.1% and 15.3%, respectively) consider the level of tolerance to be above average and average. Only 1.3% of the surveyed educational staff consider the level of tolerance to be “below average”. Finally, there are no respondents who consider the level of tolerance of teaching staff to internal migrants in their organizations to be low.

Fushtei & Landyk (2024), Gvozd et al. (2024), Kinash (2024), Voznyak et al. (2023) have explored the adaptation issues of internally displaced persons in their studies. According to the data obtained, a significant number of internally displaced persons have difficulties adapting to the new environment, which is especially evident in communication in new social and professional groups, including in educational institutions. Thus, the problem of attitudes towards internally displaced persons is quite relevant, which also applies to educational organizations (Fushtei & Landyk, 2024; Voznyak et al., 2023).

Question 5. Please, assess the level of tolerance in your organization towards external migrants (students, parents or teachers, immigrants from other countries, if any)

Nearly half of the respondents (48.3%) consider the level of tolerance of staff in educational organizations towards external migrants to be high. Fewer respondents (36.2% and 14.2%, respectively) consider the level of tolerance to be above average and average. A small proportion (1.3%) of educational staff consider the level of tolerance towards external migrants to be below average. There are no respondents who consider the level of tolerance of teaching staff to external migrants in organizations to be low. Thus, in general, according to the staff of educational organizations, tolerance towards external migrants is less represented at a high level in educational organizations than towards internal migrants.

Analysis of the Index, Types, Components and Types of Tolerance of the Staff of Educational Organizations by means of express questionnaire “Tolerance Index”

The study established tolerance levels for the staff of educational organizations. It was found that the average level of tolerance development prevails among teachers (51.3%). Such results are shown by respondents, characterized by a combination of both tolerant and intolerant traits. In some social situations, they behave tolerantly, in other situations, they may be intolerant in others.

Only 23.1% of respondents demonstrated a high level of tolerance development. Representatives of this group have developed traits of a tolerant personality. At the same time, it is necessary to understand that the results approaching the upper limit (more than 115 points) may indicate the blurring of a person's "tolerance boundaries", associated, for example, with psychological infantilism, tendencies to acquiescence, indulgence or indifference.

Educators with a low level of tolerance development make up only 25.5%. Such results indicate high intolerance of a person and the presence of his or her expressed intolerant attitudes towards the surrounding world and people.

The next step of the study was to determine the levels of development of the main components of tolerance of the staff of educational organizations. Results are shown in Table 2.

Table 2. Levels of development of the main components of tolerance of the staff of educational organizations (in % of the total number of respondents)

Components of tolerance	Average arithmetic mean (M)	Standard deviation (SD)	Low level (%)	Medium level (%)	High level (%)
Affective	51.5	6.7	1.5	30.8	67.7
Cognitive	51.9	7.5	1.1	36.0	62.9
Conative	46.9	5.6	0.9	68.7	30.4
Need-motivational	46.4	5.4	2.0	73.8	24.2
Activity-style	48.5	6.2	1.0	57.5	41.5
Ethical-normative	56.0	8.5	2.0	14.5	83.5
Value-oriented	47.0	5.4	1.1	71.0	27.9
Personal-sense	47.1	5.4	2.6	70.6	26.8
Identification-group	47.9	7.4	2.7	55.7	41.6
Identification-personal	53.4	8.3	2.4	24.1	73.5

Source: Authors

According to the results of the study, the ethical-normative component of tolerance of pedagogical workers, in which tolerance acts as an ethical norm, is most represented at a high level of development, as evidenced by the fact that the vast majority (83.5%) of respondents are characterized by a high level of development of this component. The identification-personal component is represented at a high level in 73.5% of the surveyed employees of educational organizations.

The identification-personal component of teachers' tolerance is somewhat less developed, indicating that a person's tolerance is based on his or her personal self-identification, as well as the degree of formation of the spectrum of identities in the areas of possible tolerance.

About two-thirds of respondents (67.7%) demonstrate a highly developed affective component of tolerance, i.e., their tolerant attitude toward the interlocutor is largely based on emotions and feelings.

According to the survey, 62.9% of respondents have a high level of cognitive component development. Thus, almost two-thirds of the surveyed educators show a desire to learn and understand the interlocutor's point of view, which is different from their own.

The activity-style component of tolerance is much less developed, with a high level recorded in less than half of respondents (41.5%), and reflected in consistent tolerant behavior in interactions with others.

At the same level is the identification-group component, which demonstrates how much a person's tolerance is based on his or her identification with a close social group. This component is represented at a high level in 41.6% of the surveyed teachers.

The conative component, as readiness to interact, is manifested at a high level in less than a third of respondents (30.4%).

The need-motivational, personal-sense, and value-oriented components were the least developed, with only about a quarter of respondents showing a high level of manifestation (24.2%, 26.8%, and 27.9% of respondents, respectively).

Thus, the most developed among the staff of educational organizations were the components of tolerance, which are manifested as ethical norms (ethical and normative component), a way of self-identification (identification and personal component), and expression of emotions and feelings (affective component).

In contrast, the least developed components are tolerance as a willingness to interact (conative component), personal meaning (personal-sense component), priority value (value-oriented component), and the desire to establish tolerant relations (need-motivational component).

Hence, the development of tolerance components related to readiness for interaction, personal meaning, values, and the need and motivation sphere should play an important role in the development of tolerance of educational personnel.

We further analyzed the levels of development of the main types of tolerance of the staff of educational organizations (Table 3).

Table 3. Levels of development of the main types of tolerance of the staff of educational organizations

Types of tolerance	Average arithmetic mean (M)	Standard deviation (SD)	Low level (%)	Medium level (%)	High level (%)
Intergenerational tolerance	52.5	7.7	1.8	30.8	67.4
Gender tolerance	50.1	6.6	1.8	42.2	56.0
Interpersonal tolerance	54.0	8.1	1.9	22.5	75.6
Interethnic tolerance	50.5	8.7	3.0	41.7	55.3
Intercultural	49.9	6.9	1.6	43.8	54.6

tolerance					
Religious tolerance	49.7	7.3	1.6	48.7	49.7
Professional tolerance	51.1	7.9	2.1	34.8	63.1
Managerial tolerance	53.7	7.6	0.9	24.4	74.7
Socio-economic tolerance	45.5	4.8	1.8	81.9	16.3
Political tolerance	40.4	4.5	6.7	90.7	2.6
Index of tolerance	85.7	9.6	25.5	51.3	23.1

Source: Authors

According to the results of the study, interpersonal tolerance prevails among the types of tolerance of the staff of educational organizations (75.6% of respondents are characterized by a high level of development of this type of tolerance).

Managerial and intergenerational tolerance is somewhat less represented at a high level (74.7% and 67.4% of respondents, respectively). Such types of tolerance as intercultural, gender, interfaith and interethnic tolerance are represented at a high level by about half of the respondents (from 49.7% to 56.0%).

It was found that 56.0% of educational staff demonstrate high gender tolerance.

As for inter-ethnic tolerance, it is represented at a high level in about half of the respondents (55.3%). Thus, according to the data obtained at the level of educational staff, almost half of the respondents have a respectful attitude towards representatives of different ethnic groups, which is especially important in the educational environment.

Meanwhile, only 16.3% and 2.6% of respondents demonstrated a high level of socio-economic and political tolerance. The results obtained may be related to the influence of the socio-economic and political situation in the country under wartime conditions, which significantly affects the psychological state and interpersonal interaction of educational staff (Tkachenko et al., 2024; Bykova et al., 2024). Thus, the development of socio-economic and political tolerance should become one of the important areas of forming the tolerance of educational personnel.

The forms of work that, in the opinion of educational staff, can be used to provide psychological support for the development of tolerance in an educational organization, include primarily “social and psychological trainings” (59.3%) and “individual and group consultations” (26.7%).

Fewer than 20% of respondents mentioned such forms of work as “studying the experience of other countries and organizations” (19.3%) and “interviewing the organization's educational staff” (12.0%).

Less than a tenth of the respondents considers “holding video conferences and seminars” (9.3%), “meetings with civic activists and experts” (4.7%), “taking advanced training courses” (2.7%), and “meetings with representatives of other social and ethnic groups” (2.0%) to be effective forms of work.

Conclusions

It has been established that, tolerance is a complex, multidimensional, multifunctional, multilevel, interdisciplinary category. According to the staff of educational organizations, tolerance is represented at a high level in fewer than 25% of the educational staff. The vast majority of educational staff consider tolerance to be identical to indulgence, and more than a third consider tolerance to be an active position characterized by respect for oneself and other people. According to the staff of educational organizations, the most challenging issue for educational organizations is tolerance in interactions between teachers and parents and tolerance in interactions between educational staff. Staff reported higher tolerance levels toward internal migrants than external ones. This tendency may be explained by the greater social visibility and integration efforts related to internally displaced persons during wartime in Ukraine (Kinash, 2024; Voznyak et al., 2023).

The most developed were the components of tolerance of the staff of educational organizations, which are manifested as ethical norms (ethical and normative component), a way of self-identification (identification-personal component), the manifestation of emotions and feelings (affective component), and a way of cognition (cognitive component). The least developed components were the need-motivational, value-oriented, and personal-semantic components of teachers' tolerance.

Among the main types of tolerance of the staff of educational organizations, interpersonal, managerial, intercultural, interfaith, intergenerational, gender, professional and interethnic tolerance are mostly represented at a high level of development, while in the case of socio-economic and political tolerance, the average level of development of these characteristics prevails.

According to the general index of tolerance, the staff of educational organizations has an average level of development. While interpersonal and managerial dimensions are the strongest, overall tolerance needs further development.

These findings have important implications for educational policy and teacher development programs. Given that tolerance levels were notably lower in socio-economic and political domains, it is essential to integrate training modules that address these dimensions directly. Institutions could incorporate conflict-sensitive pedagogy, intercultural communication strategies, and ethical decision-making into professional development. Furthermore, systemic support—such as counseling services

and peer mentoring—may help educators build resilience and foster a more tolerant school environment.

This study is limited by its sample size and geographic scope, which was confined to central Ukraine. Future research could explore longitudinal changes in tolerance levels and include comparative studies across different regions and education systems. Such efforts would help create a more comprehensive framework for fostering tolerance in crisis-affected educational settings.

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