

## COMMUNICATIONAL ASPECT OF PERSONAL CONFLICTOLOGICAL CULTURE OF ACADEMIC STAFF: A SAMPLING STUDY

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A psychological diagnostics of conflictological culture of the academic staff appears to be a valuable tool for reflecting the mass social processes. An accidental sample of observation units and quantification of personal conflictological culture levels allowed exposing and analyzing its trends; however, the socio-biological as well as professional and cultural markers (i.e. gender, age, position and teaching experience) allowed scaling the changes in PCC structural components of the surveyed. In highly conflictogenic circumstances, socio-psychological factors override socio-cultural ones.

**Keywords:** personal psychology, personal conflictological culture, conflictological culture of thinking, conflictological culture of behavior, conflictological culture of feelings, conflictological culture of communication, sample, measurement.

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Every element of sociocultural code manifested in mass psychology, communication, science, and personal self-consciousness has been affected by tectological processes of the technogenic civilization. Personal existential psychology tends to suggest global tendencies. Being an eidetic mirror, personal conflictological culture reflects the social determinations of globalism with its historic drama, “the concerto” of local civilizations. Social conflicts have turned into the nucleus of sociocultural codification, with conflictological culture being indicative of the degree of subjectness and personal involvement into the socio-historic transformations. That is why the level of conflictological culture of the academic staff, being a guide and an architect reflecting the global and other sociocultural impacts on the consciousness of the socialized youth, the best representatives of which attend schools, and tendencies of its development are a subject matter of our study.

The array of surveying methods of such a study could be very wide; however, taking into account the tensity and acuteness of the current social dynamics, as well as the catalyzation of mass social movement, we preferred psychological aspects of communicational problems and psychological methodology. Specifically, the diagnostic sampling and the procedure developed by Prof. O. Shcherbakova were used to study the development of conflictological culture of the academic staff.

The sampling covered 27 respondents

from different academic institutions in Moscow, which acted as units of the empirical study. The selection of observation units was random; it was based on the objective conditions and the authors’ material resources. Material, social, professional, and goal-oriented factors, particularly the availability of observation units, teaching experience of the respondents at a higher school, as well as their social diligence and interest in PCC diagnostics were an essential criterion of a sampling frame. The researchers were not focused on increasing the representativeness of the sampling, as this would have required considerably greater resource potential and extended time framework of the project. Quantification of personal conflictological culture levels in accordance with the sociobiological as well as professional and cultural indicators was one of the tasks when analyzing the study results. The number of respondents, gender and the age structure of the sample are given in the Table 1.

Among professional and cultural determinants of the personal

conflictological culture the researchers have pointed out two indicators that steadily reflected the entire world-view and peculiarities of psychology and competence of the respondents within the sample group. Firstly, it is the teaching experience of the academic staff; their position is the second one. This allowed using the scale relevant to the sample.

The sample structure according to a person’s professional characteristics (i.e. teaching experience and position) is given in Table 2.

The sampling study was conducted on the basis of the test by Professor O.I. Shsherbakova. It reflects all main Personal conflictological culture components (PCC): conflictological culture of communication (CCC), conflictological culture of thinking (CCT), conflictological culture of feelings (CCF), and conflictological culture of behavior (CCB).

As the diagnostics indicated, none of 27 respondents manifested the highly developed comprehensive personal conflictological culture. However, low level of the PCC was prevalent due to uneven development of different PCC

**Table 1.**

**Sampling (gender and age structure, number of respondents)**

Gender	Q-ty.	Age, years old		
		21-30	31-50	> 50
Male	11	4	3	4
Female	16	6	3	7
Sum	27	10	6	11

**Table 2.**

**Sampling (professional structure), number of respondents**

Position	Q-ty.	Teaching experience, years old		
		< 10	11-30	> 30
lecturer	12	11	1	0
associate professor	8	1	3	4
professor	7	0	3	4
Sum	27	12	7	8

components. Respondents were more likely to have a low level of just one PCC component, accompanied by an average or high level of other components. In general, 10 respondents displayed an average level of PCC.

Existence of changes in the level of main PCC components on a wide range of the measuring scale is the evidence of the irregular and contradictory process of formation of personal conflictological culture. The measurement exposed maximum variation of CCF (from 4 to 19) and also high variations of CCC (from 5 to 18), CCB (from 7 to 20), and CCT (from 9 to 20).

The variation in the development of PCC components in the sample was more likely to be influenced by sociobiological factors, particularly gender-based ones. Thus, female respondents manifested

more evident changes in the level of the development of PCC components, while male respondents showed the same less evidently.

In general, the highest in the sample (amounted to 81%) was the percentage of high and average CCB levels, while minimal aggregate value of high and average levels of PCC components (amounted to 70%) was related to CCF. CCC development was similar to it, as 26% of respondents showed it at the low level. On average, male respondents displayed more well-formed PCC components than females, notably smaller percentage of males showed the low level of PCC components: 18% had a low level of CCF and only 9% – a low level of CCC, CCT and CCB; while females had the proportion of the same components amounting to 38%, 31% and

25%. Meanwhile, the highest CCT level of 25% was displayed by women against 9% showed by men.

The analysis of percentages with high, average and low levels of PCC components according to the age of respondents did not reveal any linear tendency. The variability in CCC was especially discrepant: half of respondents displayed a low CCC level at the highly productive age from the biophysiological point of view - from 31 to 50, while CCB and CCT levels were low in only 17% of cases. However, the same age group displayed the largest proportion of respondents with a high CCF level – 34%, that is half as much as the proportion of respondents with a high CCT and CCF level in the group aged 21 to 30. Though, the youngest respondents revealed the lowest proportion of individuals with low CCF, CCB and CCC levels – 10%, 10% and 20%, respectively. The eldest age group did not reveal respondents with a high CCF level; this complies with the tendency of age-related psycho-sensitive organization of human interaction with the environment.

The variety of contradictions was revealed while analyzing the dependence of the development of PCC components on the position of respondents. The percentage of respondents with the low level of three out of four PCC components was the largest among professors participating in the random study: 43% against 38%, and 25% among associate professors (CCF) and lecturers (CCT). It can possibly be explained by the fact that the duties imposed on academic staff during the economic crisis prevent professors with an academic degree and rank from any productive use of their experience and personality. The diagnostics revealed that the percentage of respondents with the high level of CCT development was the most sizeable among professors. The disproportions caused by nonproductive or low productive use of personal potential of scientists and scholars in the Russian higher vocational education can be observed in the development of PCC components - in the proportions of the sample consisting of the associate professors, where the part of respondents with the low level of three out of four PCC components became larger with the degree and rank of lecturers. The model of academic organization of main professional groups in higher vocational

**Table 3.**

**Mean values of the changes in the study population**

Age, y.o./ Sex	Staff experience, y.o. / Position	CCT	CCF	CCB	CCC
	< 10	14,58	14,92	14,00	14,08
	11-30	12,71	11,14	14,14	13,43
	> 30	14,75	13,75	13,00	12,63
	Lecturer	14,08	14,58	14,58	14,00
	Ass.Professor	13,75	12,50	13,13	13,63
	Professor	14,71	13,14	13,00	12,43
21-30		14,10	14,30	14,20	14,50
31-50		14,83	13,17	13,67	12,00
> 50		13,82	13,18	13,36	13,36
F		14,38	12,88	12,94	12,94
M		13,82	14,64	14,91	14,27

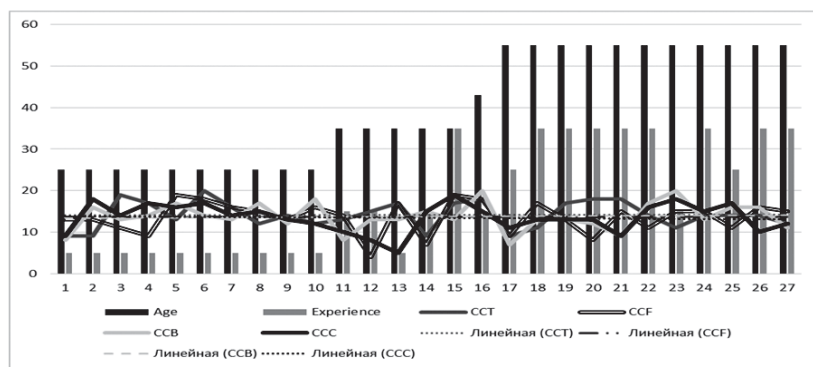
education itself probably happens to encourage conflictogenity in the process of their activity.

Similar adverse trends concerning the conflictogenity in higher education were revealed when analyzing the level of PCC development depending on the teaching experience of respondents. Thus, none of the interviewees among the staff with teaching experience of over 30 years possessed a high level of three out of four PCC components except for the CC of thinking. At the same time, the percentage of professors with the experience of over 30 years having high level of CCT development amounts to 25% of respondents, that is larger than the same of newcomers or lecturers with the experience of 11 to 30 years (14%). The percentage of respondents with a low level of all PCC components was the largest among respondents with the average teaching experience (43% each – CCT and CCC, 57% – CCF and 29% – CCB). At the same time, the same group of lecturers displayed the largest proportion of respondents with a high CCB level – 28%, which is better than specific indicators on all PCC components in all groups in the research. This can prove that certain social and cultural contradictions are being formed in the society and tend to have a decisive conflictogenic influence on professional academic educational community.

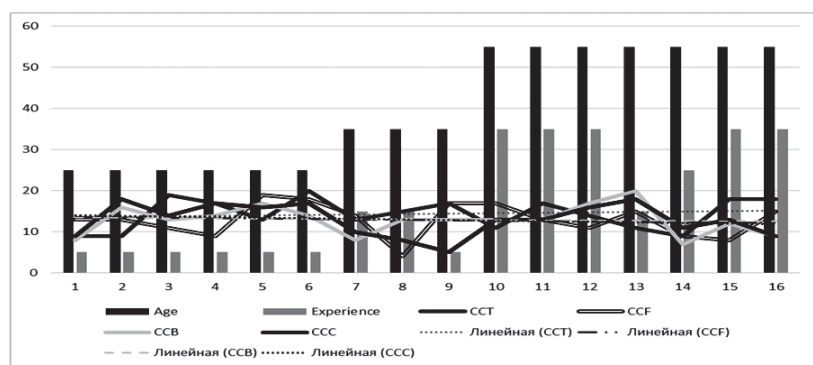
However, taking into account the abovementioned contradictions, the percentage of respondents with a low PCC level has tripled among professors, which is at variance with a general distribution of proportions in the sample. The trend showing the dependence of the PCC level on the teaching experience of respondents was the same.

Thus, the function of the change in such PCC components as CCF and CCT, depending both on age and teaching experience, varies along the trend close to a straight line, with the decaying fluctuations in indicators evident for respondents while gaining social and professional experience (see Chart 1).

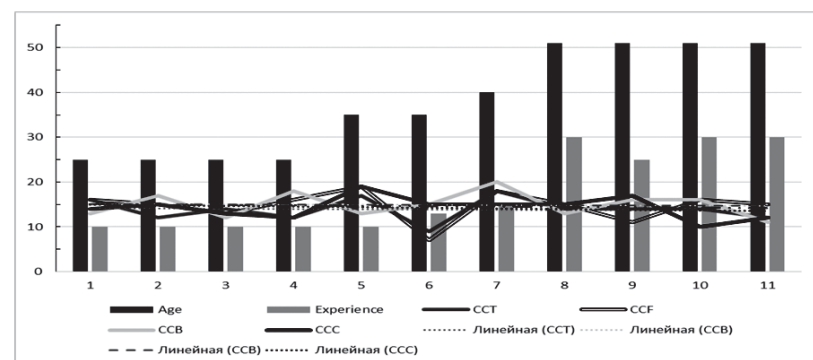
The both functions (age-related and academic experience-related) of the change in CCB vary along the gently sloping uptrend close to a straight line, and the same functional trend for CCC is slowly descending. The correlation between the age and teaching experience



**Chart 1. The dynamics of PCC components depending on age and teaching experience**



**Chart 2. The dynamics of PCC components depending on age and academic experience of female respondents**



**Chart 3. The dynamics of PCC components depending on age and academic experience of male respondents**

of respondents, as determinants of the formation and development of PCC components among male (Chart 3) and female (Chart 2) respondents, tends to remain the same. Chart 2 shows CCT indicators varying along a gently sloping uptrend. The trend of another three PCC components fluctuations tends from a horizontal to the very slowly degressive line. Chart 3 shows CCB and CCT indicators varying across the gently sloping downtrend. Thus, negative social influences provoking conflictogenity in

an educational environment are partially balanced by bio-psychological factors.

This emphasizes the continued importance of a psychological microclimate, psychological factors of personal activity and creativity at a higher school.

Finally, in order to demonstrate a clear trend of functional changes in the PCC components, average measurements according to chosen indicators and criteria of the whole coverage of the research were analyzed. The mean

values of PCC components are given in the Table 3.

Mesial trends of changes in the PCC components correlating with the age of respondents are unfavourable, but maximally clear. In this case the trends of all main PCC components are descending. This is apparently connected with the impact of the age crises in an individual social and psychological organization on PCC. Though, there is only one slow descending trend in indicators – namely in changes of CCT. Three other trends are obviously descending. The CCC correlation is so monosemantic that it corresponds to a linear degressive trend. Unlike the previous correlation, there is one slow uptrend here, namely mean values of CCT.

Male respondents showed significantly higher indicators of the majority of PCC components except for the CCT. This proves the fact of the rising gender factors in present-day education as a whole, and in the formation of the lecturer's conflictological culture in particular. Though, such importance cannot be reduced to feminism, as it is often shown by mass media and noisy propaganda of postindustrial consumer society. The linear function of the CCT dynamics is sharply opposing the three others. Unfortunately various conflictogenic factors, preventing any person from intellectually focused conflictological development, have been infiltrated into the Russian social culture from the West.

The potential of psychological means to influence the conflictological culture, its formation and development

of its components by the academic staff at a higher school, cannot be narrowed down by other methods and techniques. The reduction of psychological factors towards the formalized competency-based techniques of personality formation, as well as administrative, scientific and other determinants being important, but not self-sufficient and independent in order to be significant – all these adversely affect the personal conflictological culture of a lecturer, which may result in exceptionally devastating consequences in the context of the global communicative process.

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