

## Psychological Stability of a Personality and Capability of Tolerant Interaction as Diverse Manifestations of Tolerance

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### ABSTRACT

Present article addresses studying tolerance as a factor of personality stability, which manifests on the level of interpersonal relationships and on the level of intra-personal system of stressors resistance. The article includes theoretical analysis of the tolerance construct as an integrative personality formation. It explores the question of psychological stability of a personality in the context of tolerance modes. We present the results of an empirical study in college students, which define the presence of systemic connections between external and internal tolerance modes on the basis of positive connections (between acceptance of interaction partner and emotional stability; between feminine traits and level of general and ethnic tolerance; between masculine traits and emotional stability), as well as negative connections (between tolerance towards others and ability for independent decision-making in emotionally strained situation; between character traits, which are defined by organic lesions of the nervous system and communicative tolerance; between delinquency, predominance of masculine traits and level of general tolerance or tolerance as a personality trait; between extrovertive personality orientation and tolerance as a personality trait).

### KEYWORDS

Psychological stability of a personality, tolerant interaction, tolerance modes, emotional stability, neuropsychological stability

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## Introduction

Significance of the study of diverse manifestations of tolerance (external manifestations on the level of interpersonal interaction; internal manifestations on the level of intra-personal system of psychological stability) is currently defined by the heightened socio-political and socio-economical controversies, rapidly changing parameters of the human habitat. They concern not only the

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bases of constructing interpersonal, social and international relations but the personality itself – the stability of its motivational and axiological construct, adaptive potential, psychological defense mechanisms and psychological well-being in general. In the conditions of dynamic changes in the society, tolerance as a cultural psycho-social factor performs a repressive function towards destabilizing and destructive influence of inter-subject and inter-group disagreements about the system of inter-subject communications. It also provides personality stability towards uncertainty, towards stressful provocations, conflict and behavioral deviations, because tolerance is based on acceptance (and not on rejection) of the other with preservation of the borders of one's own individuality.

It is especially important to address the studies towards manifestations of tolerance as criterions of a personality's psychological well-being in the youth environment, because the period of youth is sensitive for the development of the main sociogenic potentials, ability to take a reflective perspective regarding one's own values and principles, however, acknowledging one's own Self and accepting oneself as he/she is (self-tolerance), and ability to confront undesirable pressure of circumstances. The most significant changes in personality stability parameters take place during the youth period.

Analysis of the approaches towards defining and studying tolerance (Asmolov, 1998; Alekseeva & Bratchenko, 2003; Bardier, 2005; Berry, 2007; Grinshpun, 2003; Lektorskiy, 1997; Moscovici, 1984; Nicklson, 2001; Allport, 2002; Pochebut, 2007; Rogers, 1961; Soldatova, 2003; Stefanenko, 2003; Tajfel, 1982; Horney, 2006; Walzer, 2000) revealed the diversity of philosophical, sociological and psychological interpretations of tolerance. It therefore defined the need for considering qualitatively different aspects of the problem through implementation of complex systemic integrative approach, which is based on the following principles:

- holistic principle: tolerance is considered as a systemic quality, which characterizes the personality in its integration;
- principle of considering diversity of interpretations: consideration and integration upon one conceptual basis of different explanations of the tolerance phenomenon, which correspond with its different aspects;
- principle of structure and dynamics: analytical and processual comprehension of tolerance manifestations.

The foundation of our study is the problem of comparing tolerance in relationships, based on accepting the other's position, and tolerance towards the external influences, which is reflected in psychological stability.

*Aim of the study:* exploring the connection between tolerance manifestations in youth environment on the level of interpersonal interaction and intra-personal system of psychological stability.

*Hypothesis:* tolerance of a personality, being a systemic quality, manifests in interpersonal interaction and intra-personal parameters of resistance; it has a certain range of variability throughout the period of youth..

### ***Tolerance as the Problem of Psychological Studies***

The concept of tolerance has been developing during a long period of time, and this process is still continuing within the frames of various directions of

humanitarian knowledge. The word “tolerance” originates from Latin “tolerantia” – “to bear”, “to endure”, “to overcome” (Komlev, 2006), which reflects only the separate aspects of the modern ideas about the tolerance construct. It is the diversity of the tolerance concept that defines variability of directions in the approaches of psychological and socio-psychological studies.

Within the methodology of the main psychological school tolerance is compared with a number of psychological phenomena, both directly and indirectly. Psychoanalytical line of studies interprets manifestations of tolerance in the context of psychological defenses functioning and behavioral coping strategies development; in the aspect of contradictions between self-identity and internal conflict of a person with the society (Freud, 1998; Horney, 2006; Eriksson, 2000, and others). Cognitive direction of the psychology addresses the mechanisms of tolerance development and manifestation in relation to such phenomena, as cognitive dissonance, social affirmations, social representations, social categorization, social stereotypes and attributions (Moscovici, 1984; Turner, 2003; Festinger, 1999, and others). The representatives of the behavioral approach aim at constructing the models of the separate tolerance manifestations, which are based on satisfying the social needs, reacting social fears, adequate self-perception and perception of others and mechanisms of aggressive behavior development (the extreme form of intolerance manifestation) (Baron et al., 2003; Richardson, 2001; Romek, 2003, Skinner, 1953 and others). Humanistic school of psychology separates axiological-orientational, personality-axiological and normative aspects of tolerance. Describing five characteristics of a completely functioning personality, C. Rogers (1961) defines tolerance as “bodily trust”: trust in oneself, correspondence between perceived Self and ideal Self. In G. Allport’s studies, an ability to establish warm relationships with the others as a manifestation of tolerance is one of the criterions of a personality’s psychological maturity (Allport, 2002).

The questions of tolerance in ethnic and cross-cultural psychology correspond with the concepts of intercultural adaptation, identity and cultural shock (Berry et al., 2007; Gurieva, 2009; Lebedeva, 1999; Matsumoto, 2002; Pochebut, 2007; Soldatova, 2003; Stefanenko, 2003, Tajfel, 1982, and others).

The definitions and paradigms of tolerance, presented in psychological literature, are very diverse and are often difficult to compare. Synthetic integration of the modern psychological ideas about the tolerance phenomenon (construct) allows defining it as a subject’s conscious allowance of something that he/she does not approve of; it is a voluntary conscious refusal to set the obstacles for the disapproved “other” upon the condition that the subject has an opportunity to resist and has the resources to interfere with the “other’s” free self-expression. Tolerance acts both as a factor of interpersonal relationships reliability and as a resource of intra-personal stability and stressors resistance.

Analysis of the tolerance construct components revealed that tolerance is characterized by a complex of inter-connected criterions, which correspond with complementary positions of different authors on the issue of its essence. For example, A.G. Asmolov separates cognitive (basic stereotypes and knowledge about the tolerance phenomenon; capabilities of reflection, internal dialogue, specifics of language and speech), emotional (emotional responsiveness) and practical-activity (style of interaction with people, ability to establish positive

relationships, urge for cooperative constructive activity) criterions of tolerance (Asmolov, 1998).

G.U. Soldatova suggests separating four main aspects of tolerance: system of positive affirmations, psychological stability, integration of individual qualities and system of personal and group values (Soldatova, 2003).

According to R.B. Gabdreev's model (cited from Bondyreva, 2003), there are seven levels of tolerance development in a personality: level of social-political culture (positions, beliefs and ideals of a personality); level of regulating the culture of activity (based on the motivational field); level of the culture of communication (communicational skills of a personality); level of the culture of behavior (tolerance-intolerance in accordance with the Self-concept); level of the culture of activity (represents the level of intellectual development); level of the culture of feeling (ability to endure high emotional load); and level of the culture of conscious reflection (person's individual traits). On each of these levels tolerance manifests in a specific manner.

In accordance with B.G. Ananyev's paradigm, G.L. Bardier separates four sub-structures of tolerance: individual (age, gender, specifics of neural processes functioning); individuality (temperament, character); personality (affective, cognitive and communicative qualities of a personality and personal resources – predispositions, skills, level of the Self-concept development, etc.); and subject of activity (needs, motives, activity goals, styles and strategies of behavior, including personality defenses and coping strategies, self-esteem, level of aspirations, level of self-actualization, experience, abilities and skills). (Bardier, 2005)

In our study we address tolerance as a factor of stability, which has external and internal manifestations (modes). External tolerance (tolerance towards others) characterized the culture of relationships and is based on the subject's belief that other person can have his own position; internal tolerance (internal stability) manifests in the ability to remain balanced in situations of conflict, uncertainty, risk, stress and to make decisions and act (Pochebut, 2007).

### ***Psychological Stability as The Manifestation of Personality Tolerance***

The problem of a personality's psychological stability in the context of tolerance modes is a part of a scientific approach that studies a person's ability to preserve a relative psychological well-being and mental health in the conditions of influence of psychologically traumatic life situations. This approach accumulated the results of empirical studies and theoretical analysis of the mechanisms of human mind functioning in stressful conditions, such as: adaptation, coping, resistance, anticipation, stress-resistance, distress-tolerance, and resilience, as well as emotional neuropsychological and psychological stability. The main focus of the researchers is focused on the personality level of regulation, which provides a person's adequate resistance of the negative influences, orientation on fulfilling life goals and preservation of readiness to grow and develop.

B.F. Lomov, V.A. Ponomarenko, L.G. Dikaya, V.E. Chudnovskiy and others thinks that stability is the manifestation of personal maturity, which is related to the ability to aim at certain goals and to organize one's own activity with the nature of time perspective. Being a complex personality quality, psychological stability integrates a whole system of skills, including ability of self-

development, development of one's own individuality, and is the manifestation of compatibility of consistency and variability of a personality. Stability is not equal to the fixed nature of psychological qualities and immobility of psychological mechanisms. Development of a personality's psychological stability is the result of interaction between cognitive (intellectual), emotional and behavioral fields of the mind (Petrova, 2015). It is an integrated complex of adaptive processes, which provides coherence and stability of performing the main personality qualities and implies sufficient flexibility of their structure.

Analysis of the studies of psychological stability demonstrates that its construct consists of such qualities, as endurance, stability, balance, correspondence, resistance (Krupnik), or abilities, including: ability for personal growth with well-timed and adequate solving of intra-personal conflicts; relative stability of the emotional background and favorable mood; and well-developed willful regulation (Nikiforov, 2006).

Regardless of the approaches towards studying the structure of psychological stability phenomenon, the majority of authors are prone to considering psychological balance to be its main system-integrating factor. The vectors of psychological balance manifestations are actualized in the ability to minimize the negative influence of subjective component of tension accumulation (J.M. Laposa et al. (2015) states the connection between distress-tolerance and anxiety in healthy population); in the ability to maintain the tension (Kulikov, 2001), to find and preserve the balance between conformity and autonomy (Kulikov, 2000); and in emotional stability.

It is necessary to point out that one of the first descriptions of psychological stability can be found in the works of H. Eyesenck in the context of studying neuroticism (emotional instability) – one of the extremes of the “neuroticism – emotional stability” personality parameter, as the main factor of psychological reacting impairments and development of neuropsychological and psychosomatic disorders due to the imbalance of excitation and inhibition processes. The problem of emotional stability is addressed in the works of B.A. Smirnov in relation to studying activity characteristics changes in the extreme situations. P.A. Zilberman (1974) also extracts the concept of psychological stability as a result of analyzing the manifestations of emotional stability in stressful conditions.

Some authors study emotional stability not as a person's functional stability against emotion-provoking factors, but as “stability of emotions”, which is understood both as emotional stability and stability of emotional states and the absence of a tendency for frequent emotional change (Abolin, 1989).

Many researchers consider the main criterion of emotional stability to be the efficiency of communication and activity in emotion-provoking situation (Vardanyan, 1983; Dyachenko & Ponomarenko, 1990; Zilberman, 1974; Sirotin, 1973). E.R. Jeffries et al. (2015) point out the role of distress-tolerance in the choice and use of specific emotional-regulation strategies.

E.P. Ilyin thinks that there is no “general” emotional stability; stability against different emotion-provoking factors would be different. In his opinion, it would have been more correct not to talk about emotional stability but rather about personality stability against specific emotion-provoking factor (for example, stability against monotony). (Ilyin, 2010)

Therefore, emotional stability, which is frequently studied by the test methods, is one of the correlates of a personality's emotional stability.

Systemic influence of psychological stability on a person's confidence and independence in the relationships with other people, decrease of hostility, trust in others, openness in communications, tolerance, acceptance of others the way they are, as well as feelings of solidarity and social affiliation, group- and social status, structuring of robust social roles, which satisfy the subject (Stakhneva, 2005), allow attributing the social stability to the internal manifestations of tolerance. Therefore, in our study we rely upon the position that tolerance presents as an integrative personality characteristic; it participates in actualizing the function of behavioral and activity regulation by being a significant component of a personality life perspective; it also facilitates the preservation of personality integration, which manifests in a personality's psychological stability in situations of negative influence (Belasheva, 2014).

## Methods

With regard to the analysis of the data on the phenomenon and definitions of tolerance, our study was aimed at defining the connections between external (interpersonal tolerance, communicative tolerance) and internal (psychological stability) tolerance modes and dynamics of their manifestation in the period of studying in college.

*Subjects.* Experimental study was conducted in North-Caucasus Federal University. Participants in the study were 183 bachelor students: first-year students ( $N=67$ , 17-18 years old), second-year students ( $N=59$ , 18-20 years old) and fourth-year students ( $N=57$ , 21-23 years old) of the humanities programs. It is necessary to point out the multi-nationality of the student groups, which is significant in diagnosing ethnic tolerance as a component of general tolerance.

*Procedure.* In order to diagnose the external manifestations of tolerance we used express-survey Index of tolerance (Soldatova, 2012), V.V. Boyko's method of diagnosing general and communicative tolerance (cited from Soldatova, 2012); to diagnose internal tolerance manifestations we used Eyesenck's personality inventory (EPI, scales of neuroticism-emotional stability, extraversion-introversion) (Eyesenck, 2000), survey for assessing neuropsychological stability Prognosis, developed in S.M. Kirov MMA (cited from Fetiskin, 2005) and A.E. Lichko's patho-characterological diagnostic questionnaire (1976).

**Express-survey Index of tolerance** (Soldatova, 2012) contains stimulus material in form of 22 statements, which, in the context of tolerance-intolerance, reflect a person's general attitude towards the world and other people, as well as social affirmations in various fields of interaction. The method includes statements, which reveal the attitude towards certain social groups (mentally ill people, minorities, poor people) and communicative affirmations (readiness for constructive conflict-solving and productive cooperation, respect for opponents' opinion). Special focus is set on the attitude towards representatives of other ethnic groups and affirmations in the field of intercultural interaction. For the quantitative analysis the overall result is calculated without the division into sub-scales. The division into the following sub-scales is used for qualitative analysis of tolerance aspects: ethnic tolerance, social tolerance and tolerance as a personality trait. Evaluation of the revealed tolerance level is conducted upon the following levels: low tolerance level (presence of well-defined intolerant

affirmations towards the world and people); average tolerance level (presentation of both tolerant and intolerant traits in various social situations); high tolerance level. The results, which are close to the high border of point scores, can point to the blurring of tolerance ranges, which can be related to psychological infantilism, tendencies towards permissiveness and condescension or indifference and demonstration of high level of social desirability.

**V.V. Boyko's method of diagnosing general and communicative tolerance** (cited from Soldatova, 2012) allows diagnosing tolerant-intolerant affirmations of a personality, which manifest in the process of communication (communicative tolerance). V.V. Boyko separates situational communicative tolerance (a person's attitude towards a certain communication partner); typological communication tolerance (attitude towards a combined type or group of people); professional communicative tolerance (which manifests in interaction with people during the work activity); and general communicative tolerance (which is defined by life experience, character qualities, moral principles and which plays a significant part in defining other forms of communicative tolerance). The method consists of nine blocks: unacceptance or incomprehension of human individuality; use of oneself as a standard in evaluating others; strictness or conservatism in evaluating people; inability to hide or smooth unpleasant feelings; urge to change or re-educate the communication partner; urge to fit other communication participants for oneself; inability to forgive somebody's mistakes; intolerance towards communication partner's states of discomfort. An overall score of points is calculated for each scale; higher scores mean higher level of intolerance towards others. The evaluation of general communication tolerance (GCT) level is conducted on the following levels: high GCT level, average GCT level, low GCT level and complete unacceptance of others.

**Eyesenck's personality inventory** (Eyesenck, 2000) evaluates the following personality traits (measurements): neuroticism-emotional stability, extraversion-introversion. According to H. Eyesenck's studies, these two personality dimensions are independent from each other; they are orthogonal. Extraversion in general is presented as personality orientation towards other people and events, while introversion is personality orientation towards the internal world. Neuroticism is a concept, which is similar to anxiety; it manifests as emotional excitability, impulsiveness, emotional instability, instability in stressful situations, tendency for irritability and inadequately high strong reactions towards the stimuli, which cause them, mood lability, sensitivity, susceptibility, suspiciousness, indecisiveness, insecurity about oneself, abruptness in contacts with people and changes in interests. The opposite extreme of neuroticism – emotional stability – is characterized by calmness, absence of high tension, balance, confidence, decisiveness, maintenance of organized behavior and situational goal-orientation in common and stressful situation. The inventory contains 57 questions, which are based on the usual ways of a person's behavior in typical situations.

**Survey for assessing neuropsychological stability (NPS)** Prognosis is developed in S.M. Kirov MMA (cited from Fetiskin, 2005) and aimed at primary screening of people with the signs of neuropsychological instability. Neuropsychological instability is the reflection of both mental and somatic levels of individual's health; it shows the risk of personality maladaptation in critical

conditions caused by external and/or internal factors. The method allows revealing separate pre-disease signs of personality impairments and evaluating the possibility of their development and manifestation in person's activity and behavior. Evaluation of the NPS level, based on the scores, is conducted upon the following ranks:

- high possibility of neuropsychological breakdowns;
- neuropsychological breakdowns are possible, especially in extreme conditions;
- neuropsychological breakdowns are unlikely to appear.

The method allows defining not only the NPS group (high NPS, good NPS, satisfactory NPS, unsatisfactory NPS), but also the corresponding probability prognosis (favorable, unfavorable (for unsatisfactory NPS)).

**A.E. Lichko's patho-characterological diagnostic questionnaire (PDQ)** (1976) is appropriate for defining the types of character accentuations and certain personality traits related to them, such as psychological predisposition towards alcoholism, delinquency, personality traits common for organic psychopathy, reflections of emancipation reaction on the self-esteem and masculine/feminine traits in the relationships system. The questionnaire consists of sets of statements, which are grouped on the basis of reflecting the attitude towards life problems significant in young age: evaluating one's own vital functions (well-being, sleep, appetite, sex drive), attitude towards the surrounding people (parents, friends, strangers, etc.) and towards certain abstract categories (rules and laws, care and instructions, criticism towards oneself, etc.).

Statistical analysis of the data was conducted with the use of correlation analysis method (Pearson's r correlation coefficient), which allows establishing the existence of a certain correlation between the characteristics in one sample or between samples. We also used non-parametric method of comparing more than two independent samples (Kruskal-Wallis H-coefficient) (Kruskal, 1952) - a multi-dimensional generalization of Wilcoxon- Mann-Whitney criterion, which defines the differences between independent samples by the level of a certain quantitatively measured characteristic.

## Results and Discussion

Analyzing the characteristics of the tolerance parameters of external orientation (communicative tolerance, general tolerance, ethnical tolerance, social tolerance and tolerance as a personality trait) and internal orientation (neuropsychological stability, emotional stability) with the use of Pearson's r-correlation coefficient revealed the presence of weak and differently-directed (depending on the variables) probabilistic relationship between them (Table 1).

**Table 1.** Results of the correlation analysis (Pearson's r-correlation coefficient) of the tolerance parameters of external and internal orientation

Parameters	CT	GT	ET	ST	PT
neuropsychological stability	- ,441**	- ,499**	- ,363*	- ,337**	- ,493**
emotional stability	,515**	,036	- ,033	,034	,030

*Notes: CT - communicative tolerance, GT - general tolerance, ET - ethnic tolerance, ST - social tolerance, PT - tolerance as a personality trait; \*\* - p≤0,01; \* - p≤0,05*

With the increase of neuropsychological stability level there is a tendency for the increase in the level of intolerant manifestations in communications, in the field of inter-ethnic relationships, in the attitude towards various social groups (minorities, criminals, mentally ill people) and social processes and increase of intolerance in personality's affirmations, which define the attitude towards the world in general. Therefore, in order to provide the efficiency of solutions for complicated and responsible tasks in stressful emotion-provoking environment (psychological stability), young people might demonstrate intolerance in social interactions. Significant positive correlation between emotional stability and external tolerance manifestations was revealed only for communicative tolerance, which is natural, because communicative tolerance characterizes a person's relationships, and therefore defines the level of toleration of subjectively unpleasant or unacceptable qualities, mental states and actions in the communication partners. Hence, on the high level of development it facilitates inhibition of negative emotional reactions through different mechanisms, including self-control and self-correction.

In order to evaluate the hypothesis about the differences between three groups (students of 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> years) in the level of manifestation of externally- and internally-oriented tolerance characteristics we used Kruskal-Wallis analysis of variance.

**Table 2.** Results of Kruskal-Wallis analysis of variance (Kruskal-Wallis H-criterion) of the level of manifestation of externally- and internally-oriented tolerance characteristics in the groups of 1<sup>st</sup>-, 2<sup>nd</sup>- and 4<sup>th</sup>-year students

Results of the hypothesis evaluation/ tolerance characteristics	CT	GT	ET	ST	PT	ES	NPS
Chi-Square	6.281	8.602	2.745	4.854	15.127	17.671	15.290
Df	2	2	2	2	2	2	2
Asymp. Sig.	.043	.014	.253	.088	.001	.000	.000

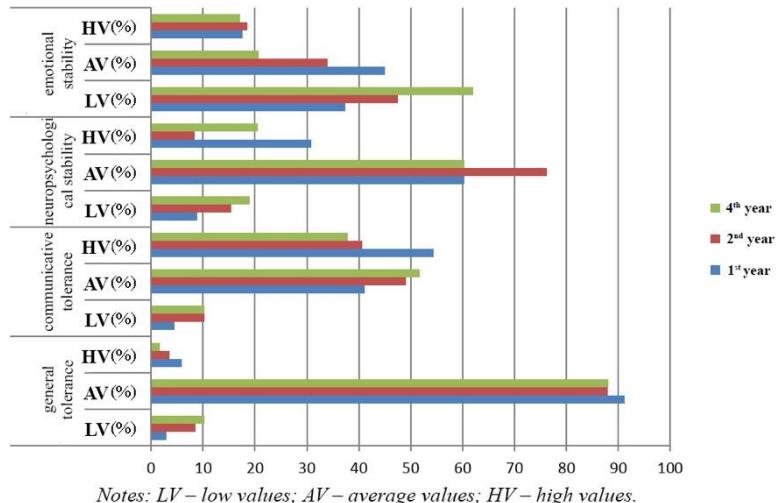
*Notes: CT - communicative tolerance, GT - general tolerance, ET - ethnic tolerance, ST - social tolerance, PT - tolerance as a personality trait, ES - emotional stability, NPS - neuropsychological stability; Chi-Square - empirical value of Freedman  $\chi^2$  criterion; df - number of degrees of freedom; Asymp. Sig. - p-level of significance.*

The conducted analysis revealed statistically significant differences between 1<sup>st</sup>-, 2<sup>nd</sup>- and 4<sup>th</sup>-year students in the following parameters (Table 2):

- level of communicative tolerance ( $p \leq 0,05$ );
- level of general tolerance ( $p \leq 0,05$ );
- tolerance as a personality trait ( $p \leq 0,01$ );
- emotional stability ( $p \leq 0,01$ );
- neuropsychological stability ( $p \leq 0,01$ ).

In order to state whether the level of externally- and internally-oriented tolerance characteristics in the compared groups is higher or lower, we

conducted the analysis of frequency distribution of the low, average and high values of general and communicative tolerance and neuropsychological and emotional stability (Figure 1).



Notes: LV – low values; AV – average values; HV – high values.

**Figure 1.** Frequency distribution of the low, average and high values of general and communicative tolerance and neuropsychological and emotional stability in the compared groups

Analysis of frequency distribution of the low, average and high values of the parameters of general tolerance, communicative tolerance, neuropsychological stability and emotional stability in groups of 1<sup>st</sup>-, 2<sup>nd</sup>- and 4<sup>th</sup>-year students (Table 3) revealed certain specifics and dynamic tendencies of external and internal tolerance manifestations (it is necessary to point out that the analysis included the general tolerance parameter, which is a sum of the social tolerance, ethnic tolerance and tolerance as a personality trait values):

- predominance of the average general tolerance level in the compared groups;
- higher general tolerance values in the group of 1<sup>st</sup>-year students;
- negative dynamics (decrease in the level) of general tolerance for the 1<sup>st</sup> year to the 4<sup>th</sup> (increase of the frequency of low values of the general tolerance parameter and decrease of the frequency of high values of the parameter);
- higher scores of the communicative tolerance parameter in the group of 1<sup>st</sup>-years;
- negative dynamics in the communicative tolerance scores from the 1<sup>st</sup> year to the 4<sup>th</sup> (increased frequency of low values and decreased frequency of high values of communicative tolerance together with increased frequency of average scores);
- increased frequency of high values of communicative tolerance and decreased frequency of average values of communicative tolerance in student groups in comparison with general tolerance;
- higher values of neuropsychological and emotional stability characteristics in the 1<sup>st</sup>-year group;

- increased frequency of low values of neuropsychological stability and emotional stability in students from 1<sup>st</sup> year to 4<sup>th</sup>.

Therefore, we can observe unified tendencies of decreasing values of external and internal tolerance parameters manifestations in the range of age continuum from 17 to 23 years, from the initial stages of college education (1<sup>st</sup> year) to the final ones (4<sup>th</sup> year). We can note increasing frequency of intolerant orientation of behavioral patterns, possibility of manifestation of partial or absolute intolerance towards other people and conflicts occurrence. By the 4<sup>th</sup> year the higher number of students demonstrates increased emotionality, impulsiveness, abruptness in contacts, as well as inadequate intensity of reactions in correspondence with the provoking stimuli and decreased ability to maintain a certain level of psychological stability in the conditions of stressful provocations and to return to the state of balance on their own.

The revealed predominance of situation tolerance (average values of general tolerance parameter) in the student environment shows its ambivalence: in one type of social situations young people act tolerantly, while in others they might demonstrate intolerant traits.

The revealed connection of the tolerance parameters and other parameters of stress resistance in students during the period of studying in college allowed hypothesizing the presence of systemic connections of external and internal tolerance modes with personality and character qualities, which manifest in the form of individually-typical attitudes towards a range of life problems significant to young people (A.E. Lichko's patho-characterological diagnostic questionnaire). This hypothesis is based on the ideas about the tolerance construct structure as a systemic quality, which manifests in individual qualities, as well as in subjective qualities and motivational-axiological constructs (Table 3).

**Table 3.** Structure of the tolerance construct as a systemic quality

	LEVELS OF MANIFESTATIONS	QUALITIES/DEFINITIONS
TOLERANCE	Level of individual qualities/functional mechanisms (according to B.G. Ananyev) Уровень индивидуальных свойств/ функциональные механизмы (по Б.Г. Ананьеву)	I. Age and gender specifics, specifics of neural processes functioning; II. Dynamics of psychophysiological functions, structure of organic needs; III. Characteristics of temperament, predispositions of skills
	Level of subjective qualities/operational mechanisms (according to B.G. Ananyev)	I. Knowledge, abilities and skills related to operating sign systems, experience; II. Behavior styles and strategies, including psychological defenses and coping strategies
	Level of personality qualities/motivational mechanisms (according to B.G. Ananyev)	I. Roles, axiological orientations, affirmations, goals of activity, motivation of behavior; II. Affective, cognitive and communicative personality qualities and personality resources - character, skills, level of Self-concept development, self-esteem, level of aspirations and psychological stability
	Level of individuality	Reflects the specifics of individual, subjective and personality qualities development. Manifests as a character trait in specifics of interests, qualities, perceptual, memory, thinking and communicative processes, in skills and personality orientation.

The revealed dynamics of external and internal tolerance manifestations on students of different years of study also implies the differences in the level of manifestation or presence of personality-characterological traits, which are the product of integration of the development of functional (individual), operational (subjective) and motivational mechanisms of a personality in the conditions of specific types of activity and communication (in our case it is the process of professional establishment in the conditions of social-cultural dynamics).

Calculating Pearson's r-correlation scores confirmed the significant correlations between externally- and internally-oriented tolerance characteristics and certain personality traits, which are related to characterological traits in the three subject groups (Table 4).

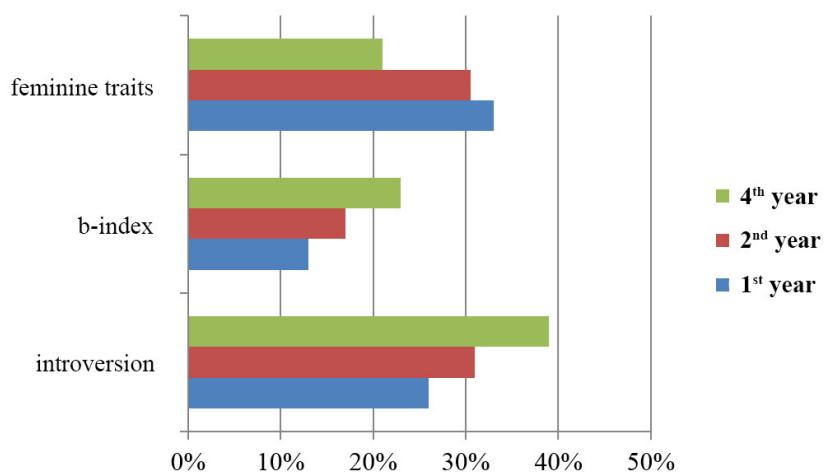
The results of correlation analysis demonstrate the presence of negative influence of communicative tolerance of personality traits, which are defined by organic CNS lesions in the anamnesis. Psychological predisposition for delinquency and predominance of masculine traits in the system of relationships decrease the level of general tolerance and tolerance as a personality trait; at the same time, predominance of feminine traits in the system of relationships increases the level of general tolerance, as well as ethnic tolerance. Students, who manifest masculine traits in the relationships, are more emotionally stable. We revealed a negative connection between tolerance as a personality trait and extroversive personality orientation.

In order to evaluate the hypothesis about the differences in three groups (1<sup>st</sup>-, 2<sup>nd</sup>- and 4<sup>th</sup>-year students) in the level of personality-characterological traits manifestation, we performed Kruskal-Wallis analysis of variance (Table 5).

The conducted analysis revealed statistically significant differences between 1<sup>st</sup>-, 2<sup>nd</sup>- and 4<sup>th</sup>-year students in the following personality-characterological parameters (Table 5):

- extraversion-introversion ( $p \leq 0,01$ );
- organic nature (definition) of the character traits ( $p \leq 0,05$ );
- feminine traits in the system of relationships ( $p \leq 0,05$ ).

In order to define the direction of personality-characterological parameters changes we conducted frequency distribution analysis of the critical (having diagnostic significance) values of the extraversion-introversion, organic nature of character traits (b-index) and feminine traits in the system of relationships parameters (Figure 2).



**Figure 2.** Frequency distribution of the critical (having diagnostic significance) values of the extraversion-introversion, organic nature of character traits (b-index) and feminine traits in the system of relationships parameters

**Table 4. Correlation analysis results (Pearson's r-correlation coefficient) of the externally- and internally-oriented tolerance characteristics and certain personality traits in students**

Parameters	EL	A	D	O	B	E	d	M	F	V
CT	-.279	.252	-,031	,029	-,472*	-,113	-,415	-,393	-,204	-,079
GT	-,315	,203	,089	,074	-,350	,103	-,459*	,549*	,564*	-,047
ET	-,289	-,349	,105	,047	-,343	,144	-,411	-,418	,471*	-,048
ST	-,244	,259	-,001	,042	-,419	,055	-,355	-,368	,380	-,033
PT	-,462*	,381	,031	,085	-,397	,039	-,448*	-,552**	,442	-,110
ES	,357	-,335	-,027	-,131	,332	-,122	-,393	,550**	,337	,042
NPS	-,375	,512**	-,067	-,023	-,459	,010	,388	-,520	-,312	-,055

Notes: CT - communicative tolerance, GT - general tolerance, ET - ethnic tolerance, ST - social tolerance, PT - tolerance as a personality trait, ES - emotional stability, NPS - neuropsychological stability; EL - level of extraversion, A - negative attitude towards the study, D - dissimulation of the real attitude towards the addressed problems and urge not to reveal the character traits, O - level of openness, B - reflection of organic nature of the character traits, E - reflection of the emancipation reaction on the self-esteem, d - psychological tendency towards delinquency, M - masculine traits in the relationships system, F - feminine traits in the relationships system, V - psychological predisposition towards alcoholism; \* -  $p \leq 0.01$ ; \*\* -  $p \leq 0.05$ .

**Table 5. Results of Kruskal-Wallis analysis of variance (Kruskal-Wallis H-criterion) of the level of manifestation of personality-characterological traits in the groups of 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup>-year students**

Results of the hypothesis evaluation/ personality-characterological traits	EL	A	D	O	B	E	d	M	F	V
Chi-Square	16.817	14.542	.259	2.994	5.321	2.220	1.624	3.174	5.474	2.907
Df	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.000	.001	.879	.224	.050	.330	.444	.205	.050	.234

Notes: EL - level of extraversion, A - negative attitude towards the study, D - dissimulation of the real attitude towards the addressed problems and urge not to reveal the character traits, O - level of openness, B - reflection of organic nature of the character traits, E - reflection of the emancipation reaction on the self-esteem, d - psychological tendency towards delinquency, M - masculine traits in the relationships system, F - feminine traits in the relationships system, V - psychological predisposition towards alcoholism; Chi-Square - empirical value of Freedman  $\chi^2$  criterion; Df - number of degrees of freedom; Asymp. Sig. - p-level of significance.

the following tendencies of personality changes in students from 1<sup>st</sup> year to the 4<sup>th</sup>: decrease in feminine traits in the system of relationships; increased frequency of the signs of organic nature of character traits (including residual organic central nervous system lesions); increased frequency of introversive personality orientation.

### Conclusion

Therefore, in our study the revealed connection between the parameters of tolerance towards others, parameters of resistance towards the external influence, stability towards uncertainty and personality-characterological parameters in students during the period of studying in college proves the presence of systemic connections between external and internal modes of tolerance as an integrative personality construct. Moreover, these connections can lead both to positive effects (between acceptance of the communication partner and emotional stability; between feminine traits and level of general and ethnic tolerance; between masculine traits and emotional stability), and to negative effects (between tolerance towards others and ability for independent decision-making in emotionally strained situation; between character traits, which are defined by organic lesions of the CNS and communicative tolerance; between delinquency, predominance of masculine traits and level of general tolerance or tolerance as a personality trait; between extravert personality orientation and tolerance as a personality trait). This is defined by the complexity of the tolerance construct itself, which is determined by the factors of mentoring, communication experience, values, affirmations, individual character and temperament traits, emotional stereotypes of behavior and specifics of thinking, as well as by the controversies of personality development during youth related to personality traits stabilizing, to the search of balance between conformity and autonomy. Complexity of the tolerance construct, its system-generating nature and urge for individualization (diversity of relativity coefficient upon the comparison of the subject groups by the tolerance parameters) also explains relatively low scores of the correlation coefficients between external manifestations (on the level of interpersonal interaction) and internal manifestations (on the level of intra-personal system of psychological stability).

We see perspective in further study of the connections between external and internal tolerance modes through their transformations in a personality's emotional competence, which is a range of skills for understanding and regulating one's own emotional states, as well as emotional states of the communication partners. Mechanisms of reflectiveness, empathy, self-regulation and regulation of relationships, which lie in the basis of emotional competencies, are common for tolerant communication and for psychological stability of a personality. Such focus of attention would allow solving not only diagnostic and prognostic tasks about the risk factors of severe intolerant manifestations and destabilization of psychological states, but also correctional and psychotherapeutic tasks for perfecting interpersonal relationships and recovery (maintenance, preservation) of the intra-personal well-being system.

### Disclosure statement

No potential conflict of interest was reported by the authors.



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