

Development of Humane Interpersonal Relationships

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ABSTRACT

The article reflects some theoretical aspects of humanization of interpersonal relationships in the sphere of education. The notion “humanization of interpersonal relationships” is being analyzed. The authors offer a characterization of some parameters of relationships: orientation, modality, valence, intensity, awareness, differentiation, complexity, level of development, width, emotionality, presence of mutual understanding, cognitive identification of the subjects of interaction with each other. Interpersonal relationships have various qualitative characteristics. We can define negative, indifferent and positive interpersonal relationships. According to the authors’ comparative and descriptive position, negative type of interpersonal relationships corresponds to inhumane or egoistic interpersonal relationships, the indifferent type corresponds to neutral interpersonal relationships, and the positive type corresponds to humane interpersonal relationships. We show empiric results of our research of humane interpersonal relationships in the teaching staff of various educational establishments of the Russian Federation.

KEYWORDS

Humanization of interpersonal relationships, humane interpersonal relationships, neutral interpersonal relationships, inhumane interpersonal relationships

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Introduction

In Humanization of interpersonal relationships of the subjects of educational activity is an integral part of humanization of education. Analyzing this notion, we will see what “interpersonal relationships” mean for psychologists of our country, and what “humanization of interpersonal relationships” is in general.

Personality development is a process of forming and transforming, deepening, complication, enrichment of the inner world, along with the reality of sensations, actions and relations. That is why studying of personal uniqueness is a part of studying a personality in its development, in the dynamics of its meaningful, substantial relationships. To understand the basics of the formation of personal qualities, we should consider the life of a personality in the society, in the system of social relations, in the ethnic group, etc.

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The concept of “relationship” has no univocal and definite psychological definition; it means that ways and methods of studying of this concept have not been elaborated.

Literature analysis

Following V.N. Myasishchev, we believe that a person's attitudes to other people are in fact interpersonal relationships, because, taking part in their common activities, people have a certain attitude to each other. In interpersonal relationships another person is the object. Interpersonal relationships are at the same time characterized as mutually oriented, as a person is never free from his/her own system of expectations, stereotypes, orientations, attitudes, dispositions, through which people are perceived and assessed. Interpersonal relationships accompany people through their lives, transformed by various determiners, such as age, personal characteristics, professional preference, sociocultural changes (Myasishchev 1995).

Among Russian scholars who have studied interpersonal relationships, V.V. Abramenkova, B.G. Ananyev, G.M. Andreyeva, A.A. Bodalyov, L.S. Vygotsky, A.E. Lichko, E.Y. Kleptsova, Y.L. Kolominsky, V.N. Myasishchev, N.N. Obozov, A.V. Petrovsky, A.A. Rean, A.C. Chernyshev, S.L. Rubinstein, and many other authors should be mentioned. Compatibility in working together, orderliness of formal and informal activities (S.G. Elizarov, E. Y. Kleptsova, S.V. Sarychev, A. S. Chernyshov, among others) group integrity (N.N. Obozov, R.S. Nemov, among others), unanimity of values and orientations (A.V. Petrovsky, among others), moral and affective compatibility of the members of a little group (I.P. Volkov. P.H. Shakourov, among others), various aspects of interpersonal relationships (A.L. Zhouravlyov, B.F. Lomov, among others) (Kleptsova 2013d; 2012; 2013c) are considered to be the main parameters of optimal interpersonal relationships.

Since the last quarter of the XX century ideas of humanistic psychologists and educationalists have entered Russian science, and it has intensified research work in the subjective and personal area. In Russian psychology interpersonal relationships are defined as subjectively perceived connections between people that objectively manifest themselves in the character and ways of mutual influence in the process of people's communication, their shared activities and communication.

Interpersonal relationships as a whole have been studied by N.N. Obozov, who defines interpersonal relationships as mutual readiness of people to communicate in a certain way, accompanied by emotions (positive, indifferent and negative) in the context of communication and other shared activities. In this case interpersonal relationships can be assessed: according to the presence of personal and shared emotions, as positive, negative or indifferent; according to the presence of mutual understanding as adequately and inadequately understood; characterized by cognitive identification between subjects of communication, a tendency of resistance, cooperation or inaction (Obozov 1979, p. 6).

As we can see from our analysis of scientific literature, the multilevel organization and classification of interpersonal relationships in a group, depending on the affective, gnostic and actometric aspects, are in the focus of attention. Interpersonal relationships at work are considered a result of mutual activities, interpersonal relationships of a person are considered a result of the

presence of certain feelings, and estimative interpersonal relationships – as a result of mediating, awareness and goal-setting. The actometric aspect of relationships is represented in functional and role interpersonal relationships, that include values, norms and roles of cultural activities and socialization of a person. For example, a teacher has to be strict and exigent, he/she should not show his/her personal attitude or demonstrate his/her position (or opposition) in relation to informal adolescent groups in the presence of other students or any other people. The affective aspect is represented by emotional and estimative relationships of sympathy, antipathy, friendship. The gnostic aspect of relationships is characterized by imaginary or real learning of a personalized other, when a motive of one subject acquires personal sense for the subject who communicates and acts with him/her, as “meaningful for me”, for example, caring for younger children or for the poor. It is also represented by any case when one person takes the responsibility and protects somebody else, because the social situation has changed. In this case personal and meaningful relationships with others become manifest. Analyzing the influence of social and interpersonal relationships on each other, G.M. Andreyeva presumes that these relationships are not identical, because interpersonal relationships appear in every kind of social relationships. We call the process determined by social activities a social process. If we regard interaction as a process, relationships can be seen as a result of mutual connection of the subjects who take part in this process (Andreeva 1999).

Interpersonal relationships are not only interiorized in the image of another person, but also exteriorized on the basis of such acts of interaction, as reactions, actions and gestures, addressed to the partner and provoking his/her active reactions, actions and gestures, which become features, qualities, characteristics of a personality. The second interiorization of attitudes of other people occurs, that is, relationships in the form of group effects appear, creating the subjective reality of the psychological atmosphere, that influences the personality and forms its characteristics.

A.V. Petrovsky (1992) used the activity approach to study mediation in interpersonal relationships, laws of their turning into personal characteristics through the conditions of people`s shared activities. In these shared activities relationships among all their subjects are revealed, developed and transformed. Besides, shared activity is a way of transforming the interpersonal relationships. The process of fostering of interpersonal relationships as a result of shared activities can be regarded as the mover of development of both the group and the interpersonal relationships in it. Such a system of interrelation is mediated by certain aims and organized by shared activities. At the same time interpersonal relationships define the strategy of interaction (conflict, rivalry, partnership, cooperation, etc.) and possibility of achieving results, e.g. unsuccessful/successful partnership. Thus interpersonal relationships include rather a wide range of psychological phenomena, such as mutual influence, interpersonal attractiveness (interest, attraction), mutual perception and understanding. A.V. Petrovsky defines indicators of integrative processes of interpersonal relationships in a little group, such as ability of the participants to stay in the group, trying to solve difficult tasks, effectiveness of its formal and informal activities, managerial competence, etc. Interpersonal relationships are valued in the group only when they are a condition or a way of achieving some socially meaningful result. In this



case both a single episode and the complex influence of interpersonal relationships are important. The position of a person in the system of interpersonal relationships is also important. Two factors influence it: on the one hand, the totality of characteristics of the person, on the other hand, the characteristics of the group, where the person is being socialized and its position is being measured. This is seen, when just the same combination of personal features can determine quite a different impact of that person on the group, depending on the group norms and what this very group requires of a person. For example, a teacher may be highly valued in one school, but in another school it may not be the same. Perhaps, in the first case his/her personal qualities, namely, doing his/her work in time, being well-bred and polite, were considered positive, but new colleagues take him/her for a callous social climber, who tries to make the director see, what a good professional he/she is.

Problems of interiorization of interpersonal relations in ontogenesis have been actively discussed in recent years. Particularly V.V. Abramenkova's works show the sources of demonstration of humane attitude of pre-school children to their peers in the process of shared activities. In ontogenesis the interrelation between "humane, or, wider, interpersonal relationships, transformed into a person's attitudes, and shared activities, so to say, turns upside down: shared activities of children directly create and mediate humane relationships, but humane activities of grown-ups are captured in a person's attitudes, they mediate and even determine the choice of one or another motive of a certain activity" (Asmolov 1996; Kleptsova 2013d; 2012; 2013c).

V.V. Abramenkova's understanding of this idea shows that this scientist, in fact, gives us tools for making decisions. The earliest shared activity in children's cooperation gradually creates and determines humane relationships that are motivated by it. After that, as a child grows up, humane relationships, being interiorized in the process of shared activities, become captured in humane meaningful attitudes of the person and manifest themselves in compassion and shared joy when other people are unsuccessful or successful.

Methodology

But interpersonal relationships have a qualitative characteristic, as they are a result of pedagogical interrelation, that manifests itself in the form of constructive or destructive relationships, tolerant or intolerant relationships, humane or inhumane relationships. Relationships are characterized by orientation, modality, valence, intensity, awareness differentiation, complexity, adequacy of understanding, cognitive identification of the subjects of interaction, developmental level, width and other parameters. For example N.N. Obozov (1979) thinks that according to modality relations can be defined as positive, negative or uninterested, or indifferent. The content of negative, indifferent and positive relationships according to such parameters as orientation, modality, valence, intensity, awareness differentiation, complexity, developmental level, width, emotionality, presence of mutual understanding, cognitive identification between its subjects, can be seen in Table 1.

Table 1. The content of interpersonal relations

<i>Parameters of relationships</i>	Negative type of relationships	Indifferent type of relationships	Positive type of relationships
Orientation	To him/herself, to the other.	To him/herself.	To the other, to him/herself.
Modality	Univalent, dichotomous perception of the other according to the principle "good or bad"; mechanism of acceptance is not developed; lack of understanding, lack of acceptance.	Partial understanding and acceptance of him/herself or the other; mechanism of acceptance and patience is not developed; lack of any assessment regarding him/herself or the other; absence of strong will in behavior.	The subject's perception is ambivalent, positive and negative characteristics are stressed; mechanism of acceptance is developed; understanding, acceptance and patience.
Valence	Little connecting force of positive informing, preference of negative information in the process of integration; great destructive potential.	Medium level of destructive power, or alienation, indifference, disregard, lack of interest, absence of any reaction.	Great connecting power of positive knowledge about the other.
Intensity	Great intensity or evidence of inhumane personal qualities.	The intensity in general is insignificant; inhumane and humane personal qualities can be combined.	Great intensity or evidence of humane personal qualities
Awareness Differentiation	Insignificant Immature egoism, narcissism, unstable character.	Insignificant Egocentrism, no wish to burden oneself thinking of another person, rejection of any information about other people and their problems.	Significant Decentration - being able to understand the position of another person. Something is accepted, something is not, but understanding and emotional stability are maintained.
Complexity	Absence of cognitive complexity. Critical towards other people, great degree of rejecting others' faults, evaluation, accent on differences.	Absence of cognitive complexity, not very complex relationships.	Cognitive complexity, complicated system of personal constructs. It is easier to reproduce a simple system, because its interpretative potential is greater. Integration of fragmented information into a whole picture.

Table 1. Continued



<i>Parameters of relationships</i>	Negative type of relationships	Indifferent type of relationships	Positive type of relationships
Developmental level	Low level of development of interpersonal relationships.	Medium level of development of interpersonal relationships depending on the situation. There may be absence of any reactions.	High level of development of interpersonal relationships.
Width	Narrowness of perception, rigidity, intolerance to the others' faults. Prevalence of aggressive behavior, detachment, impulsivity. The ways of communication are dictatorship, demand, manipulation, blackmail, etc.	Difficulties in characterizing and seeing differences and similarities and processing of information. Different ways of behavior and thinking make it possible to combine aggressive and assertive behavior, arrogance, helplessness and indifference.	Width and flexibility of perception, mobility, ability to distinguish major and minor qualities of the object, seeing differences and similarities. Cooperation and compromise in communication.
Emotionality	Absence of respect of a person's merits and rights, his/her responsiveness, Low degree of empathy, aggression, intolerance both to oneself and to other people.	Indifference or neutrality to another person and his/her values, medium or low degree of empathy. There may be absence of any feelings, nonjudgmental attitude.	Respect for the dignity and rights of another person, responsiveness, trust, humanity, help, assertiveness, tolerance and other emotional manifestations in relation to him/herself and other people.
Presence of mutual understanding,	Instability and inadequately understood merits, rights and values of another person.	Partially (adequately or inadequately) understood characteristics of a person.	Adequately understood merits, rights and values of a person.
Cognitive identification between subjects	Tendency to resist and ignore. Avoidance of the subject, demonstration of inhumane attitude, aggressive actions, trying to subdue, suppress, destroy.	Does not compare him/herself or other people with the ideal. Contemplation, detachment, absence of reaction, tendency of idleness.	Tendency to cooperate, help, support, etc. Wish to interact constructively, argue, convince and be convinced; anyway, tendency of accepting the subject.
Type of interpersonal relationships	<i>Inhumane interpersonal relationships</i>	<i>Neutral interpersonal relationships</i>	<i>Humane interpersonal relationships</i>

Thinking on the contents of negative, indifferent and positive interpersonal relationships in Table 1 we see that the purely negative type of relationships corresponds to inhumane or egoistic interpersonal relationships, the indifferent type of relationships corresponds to neutral interpersonal relationships, and the positive type of relationships corresponds to humane interpersonal relationships (Figure 1).

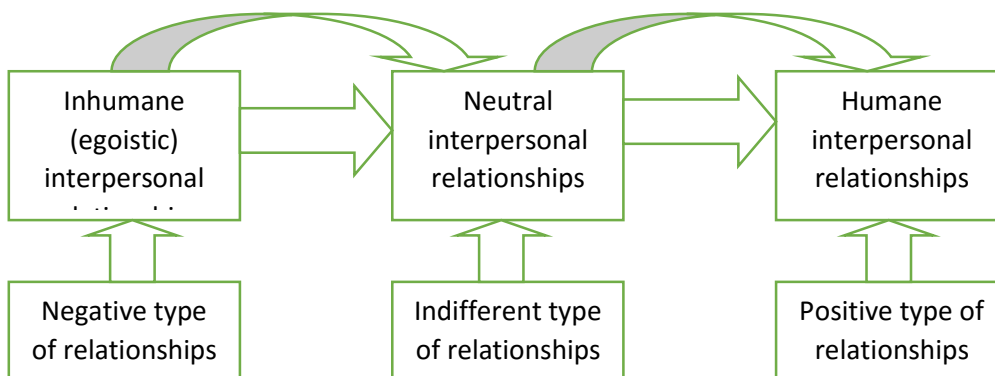


Figure 1. Types of development of humane interpersonal relationships.

Results

As we can see (Figure 1), negative type of relationships is characterized by orientation to oneself, identifying other people with one's ideal of "good" and "right", which is usually created according to one's own views, values and position in relation to the other person. Negative type of relationships has significant limitations in perception and understanding of other people, especially when another person is incomprehensible, unpredictable, unfamiliar. Negative type of relationships can be characterized by instability, it limits the perception of the other person by negative evaluation, etc. In this case the subject demonstrates inhumanity in relation to the other person, and as a result of the interaction it leads to inhumane interpersonal relationships, accompanied by complex conditions and feelings, such as anger, jealousy, envy, fear, injury, cynicism, apathy, aggression, regret, despair, anxiety, hatred, contempt, trying to suppress and even destroy the other person. Negative type of relationships can gradually turn into the indifferent type of relationships or the neutral interpersonal relationships (see Figure 1). Indifferent type of relationships (or the neutral interpersonal relationships) is characterized by rejecting any evaluation in the perception of oneself, other people, events or any other information. Respectively, because of absence of any will, for example, in the perception of an action (either one's own action or that of another person), lack of personal interest on the emotional-volitional, cognitive or behavioral level results in absence of reaction, contemplation, watching, detachment and inactivity.

Passing from one level to another is possible under certain inner and outer conditions, for example, when complex or even crucial events happen in the person's life, such as losing work, illness, death or accident happening to somebody belonging to the person's reference group. Some positive changes in the person's life, such as birth of a child or a grandchild, a love affair, etc., can make for changing or correction of the person's world view and values. Specially organized education can also make for passing from one level to another. We



should mention that levels of interpersonal relationships can also change backwards in case of illness or any physical discomfort, lack of efforts to improve, personal perception of the situations that have happened, its analysis accompanied by emotions and behavioral reactions. In this case the world view and values of the person lack the intention to demonstrate humane interpersonal relationships on the level of understanding and behavior. For example, a teacher sees unfamiliar children fighting in the street. "I don't know these children, I am not at work, let them settle it themselves, they have parents, let the police settle it, or the other passers-by, my work is done for today, if their noses are smashed, maybe somebody will notice them", - thinks the teacher and passes by. Though, if they had been students from his class, he would have stopped them and tried to settle the incident. In this case we can definitely notice the egoistic or unstable negative level of interpersonal relationships. The following teacher's monologue in such a situation corresponds to the neutral level of interpersonal relationships, "I don't know the children and it would be right to pass by and not to notice them, as I am not at work already," – the teacher says to himself and passes by; the situation does not touch him either emotionally or personally. On the humane level of interpersonal relationships, the teacher is not indifferent. He can patiently watch the fight and keep himself calm, hoping that the children will be able to settle the situation. But he decides to stop the children's fight and accompany the "victim" to a safe place, or to offer his help and mediation, helping the children to speak to each other without rudeness or fighting. Humane interpersonal relations can be present in a human mind from the early age because of positive socialization. Thus, a little child is humane by his/her nature, if those who surround the child accept him/her, themselves and other people, if they demonstrate kindness, trust, mutual help, etc.

Discussion

We have studied humane interpersonal relationships of subjects of educational activity. Now we show some results of the empiric research of the teaching staff of various educational establishments in the Russian Federation. The total sample consisted of more than 200 respondents. We studied the attitude of teaches and directors to children, parents, colleagues, administration, to themselves and to the community. The attitude of the teacher to children is crucial, but there can be situations when a teacher is neutral to children, negative to the administration, humane to parents, and at the same time competes with other teachers.

Our task was to study the character of interrelation of humane interpersonal relationships of subjects of educational activity and levels of humane interpersonal relationships of subjects of educational activity (to children, parents, colleagues, administration, to themselves and to the community). Table 2 reflects the distribution of the choices of humane interpersonal relationships of subjects of educational activity (teachers and directors of educational establishments) with different developmental levels of humane interpersonal relationships (Kleptsova 2013a; 2013b).

Table 2. Distribution of the choices of humane interpersonal relationships of subjects of educational activity with different developmental levels of humane interpersonal relationships, %

Levels of humane interpersonal relationships of subjects of educational activity	Objects of humane interpersonal relationships			
	To administration, to oneself	To colleagues	To children	To parents, to community
Humane interpersonal relationships	15	6	14	22
Neutral interpersonal relationships	59	34	69	61
Inhumane interpersonal relationships	26	60	17	17

Then we carried out correlation analysis, using Pearson's dichotomic correlation coefficient. As we can see in Table 3, humane interpersonal relation to children has the closest connection with humane interpersonal relation to administration ($\phi = 0.40$, with $p \leq 0.01$) and parents ($\phi = 0.40$, with $p \leq 0.01$). Weak connections can be seen between humane interpersonal relation to children and to colleagues ($\phi = 0.19$, with $p \leq 0.05$), between humane interpersonal relation to colleagues and to the administration ($\phi = 0.18$, with $p \leq 0.05$). The weakest connection can be seen between humane interpersonal relation to parents and to colleagues ($\phi = 0.18$, with $p = 0.05$).

Table 3. Comparative analysis of significant correlations for level $p=0.01$, $p=0.05$ depending on the subjects of interpersonal relationships

Significant correlations for levels $p=0.01$, $p=0.05$	Humane interpersonal relationships			
	To the administration, to oneself	To colleagues	To children	To parents, to community
To parents, to community	0.40 $p \leq 0.01$	0.13 with $p = 0.05$	0.47 $p \leq 0.01$	***
To children	0.41 $p \leq 0.01$	Not significant 0.19 $p \leq 0.05$	***	
To colleagues	0.18 $p \leq 0.05$	***		
To the administration, to oneself	***			

As we can see in Table 3, humane interpersonal relationships in general are mainly assessed according to three factors: relation to children, relation to the administration, relation to oneself. For directors of educational establishments and for teachers a teacher or a director is characterized by humane relation to children, if he/she understands and accepts a child in general and motives of a child's behavior, if he/she makes for personal, intellectual, etc. development of a child, if he/she is patient and tolerant to requests of the school administration, tolerant to him/herself, pardons him/herself faults and is courageous enough to admit his/her own imperfection.



In case of disagreement with the policy of the school administration he/she does not cherish his/her injury and does not become reserved, but either tries to advocate his/her opinion, or takes it with humor. If trying to advocate his/her opinion has failed, he/she gives up his/her position, if this is not contrary to his/her principles.

Besides that, the respondents, as our research has shown, have a very negative attitude to their colleagues. We believe, it is so because a colleague is seen as a potential rival, that is why the assessment of a colleague is biased and unfriendly.

Directors and teachers show more humanity, tolerance and friendliness to parents. We believe, that identification with the role of a parent can explain it, because most women respondents have their own parents' needs and actualize those needs this or that way.

As we can see in Table 2, 17% of teachers and directors of educational establishments are characterized by inhumane interpersonal relationships and a low level of humanity. Particularly, 69% of the teachers are characterized by neutral relation to children, and 14% are characterized by humane relation to children. So we can see a kind of balance of teachers with an inhumane level of interpersonal relationships (17%) and teachers with a humane level of interpersonal relationships (14%), and a significant part of teachers with a neutral level of relation to children (69%), and also to other subjects of educational activity.

The inhumane level of relation to colleagues is of special interest. We think that a serious and intentional work should be carried out with the respondents to form humane interpersonal relations to all subjects of educational activity, especially to children, who are the most significant group for both teachers and administrators. Empiric data on school administration workers in our research are not significantly different.

Conclusion

Thus, humanization of interpersonal relationships can be regarded as a system of inner connections of a person with the environment in the form of sensations, actions and positions that have become the person's world view and are expressed in respect (disrespect) to human rights and dignity, to human values, responsiveness, humane relationships, empathy, assertiveness, etc., both in oneself and in other people (Kleptsova 2013d; 2012; 2013c). Humanization of interpersonal relationships in educational activity is a process of transition of a subject of educational activity from the negative (egoistic) or the unstable level of interpersonal relationships to the neutral level, and after that – to the positive level of interpersonal relationships. That is, humane relationships are formed by actualization of personal qualities, that constitute each level of interpersonal relationships. By humane interpersonal relations we mean the result of a position (or disposition) of subjects of educational activity, that appears in the process of pedagogical interaction, in which cognitive, emotional and volitional levels of personal development are realized.

Disclosure statement

No potential conflict of interest was reported by the authors.

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