

Administrative Views on Pedagogical Tolerance in Higher Education

Yükseköğretimde Pedagojik Hoşgörü Üzerine İdareci Görüşleri

Baizhuman Kashkhyrbay¹ , Zhaniyat Baltabayeva¹ , Miray Doğan^{2*} ,
Sandugash Baisarina¹ 

¹Gumilyov Eurasian National University, Astana, Kazakhstan

²Çanakkale Onsekiz Mart University, Çanakkale, Türkiye

Abstract: For individuals to live together in society, they must comply with essential elements such as tolerance, respect and solidarity. Tolerance is respecting and understanding individuals' ideas, feelings, and behaviors. For this reason, tolerance also plays a vital role for administrators in higher education. Pedagogical tolerance is the ability to accept and appreciate experiences, cultures and different perspectives in education, which is necessary to create inclusive, supportive learning environments. There are various studies on pedagogical tolerance. This study investigates the critical qualities required for sustainable and effective university leadership based on the responses of 26 participants from a university in Astana, Kazakhstan, to open-ended questions about pedagogical tolerance. The participants work in the positions of faculty deans, faculty department heads, and department administrative managers. The research was conducted using a qualitative research design. The answers to the open-ended questions asked of the participants were determined through content analysis. The research findings show that effective communication, cultural behavior, and emotional intelligence are essential for deans, as well as intelligence, respect, and responsibility for department heads. Strategic thinking, honesty, and technological literacy are emphasized for departmental administrators. Participants emphasize that having open-mindedness, empathy, and patience are essential in providing fair and quality education. Pedagogical tolerance is considered very important for ensuring sustainable education. In this context, it is recommended that seminars and training programs be organized for deans, faculty department heads and department managers. These trainings will enable them to understand better and apply pedagogical tolerance. These initiatives will provide comprehensive development opportunities for educational leaders in Kazakhstan and enable them to become competent in creating inclusive, respectful and supportive learning environments.

Keywords: Tolerance, Deans, Head of the departments, Departmental official heads, Competent leaders

Özet: Bireylerin toplumda bir arada yaşamaları için hoşgörü, saygı ve dayanışma gibi temel unsurlara uymaları gerekmektedir. Hoşgörü, bireylerin fikirlerine, duygularına ve davranışlarına saygı duymak ve onları anlamaktır. Bu nedenle hoşgörü, yükseköğretimde yöneticiler açısından da önemli bir rol oynamaktadır. Pedagojik hoşgörü eğitimde deneyimleri, kültürleri, farklı bakış açılarını kabul etme ve takdir etme yeteneği olarak kapsayıcı, destekleyici öğrenme ortamlarının oluşturulmasında gereklidir. Pedagojik hoşgörü konusunda yapılan çeşitli çalışmalar bulunmaktadır. Bu çalışma, Kazakistan'ın Astana şehrindeki bir üniversiteden toplam 26 katılımcının katıldığı pedagojik hoşgörü konusunda kendilerine yöneltilen açık uçlu sorulara verdikleri yanıtlara dayanarak, sürdürülebilir ve etkili üniversite liderliği için gereken kritik nitelikleri araştırmaktadır. Katılımcılar fakülte dekanları, fakülte bölüm başkanları ve bölüm idari yöneticileri pozisyonlarında görev yapmaktadırlar. Araştırma nitel araştırma deseniyle gerçekleştirilmiştir. Katılımcılara yöneltilen açık uçlu soruların yanıtları içerik analizi ile saptanmıştır. Araştırma bulguları, dekanlar için etkili iletişim, kültürel davranış ve duygusal zekânın; bölüm başkanları için zekâ, saygı ve sorumluluğun; bölüm idari yöneticileri için ise stratejik düşünme, dürüstlük ve teknolojik okuryazarlığın önemini vurgulamaktadır. Katılımcılar, açık fikirlilik, empati ve sabır gibi özelliklere sahip olmanın adil ve kaliteli eğitim sağlamada önemli olduğunu vurgulamaktadır. Pedagojik hoşgörü, sürdürülebilir eğitimin sağlanması için çok önemli görülmektedir. Bu kapsamda, dekanlar, fakülte bölüm başkanları ve bölüm yöneticileri için, seminerler ve eğitim programları düzenlenmesi önerilmektedir. Bu eğitimler, onların pedagojik hoşgörüyle daha iyi anlamalarını ve uygulamalarını sağlayacaktır. Bu girişimlerin, Kazakistan'daki eğitim liderlerine kapsamlı gelişim fırsatları sunması ve onların kapsayıcı, saygılı ve destekleyici öğrenme ortamları yaratma konusunda yetkin olmalarını sağlayacaktır.

Anahtar Kelimeler: Hoşgörü, Dekanlar, Bölüm Başkanları, Bölüm idari başkanları, Yetkili liderler

* İletişim Yazarı / Corresponding author.
✉ mraydogan@gmail.com

Geliş Tarihi / Received Date: 22.07.2024
Revizyon Talebi Tarihi / Revision Request Date: 26.07.2024
Son Revizyonun Geliş Tarihi / Last Revised Version Received Date: 30.07.2024
Revizyon Sonrası Kabul Tarihi / Accepted After Revision Date: 19.08.2024



1. Introduction

Contemporary society depends significantly on advancements in education and science, which are critical measures of the effectiveness of educational institutions. Education equips individuals for various societal roles, while science produces important outcomes by applying knowledge practically. Additionally, education and science break down international barriers and promote global unity. Their achievements have driven continuous societal evolution, fostering development and progress. The dynamic global environment results from the ongoing interaction between education and science, leading to a more cohesive and interconnected world.

Technological advancements and innovations greatly influence society, with higher education particularly affected. The increase in student enrollment in higher education has created a need for new approaches to meet the information demands of the 21st century (Doğan & Arslan, 2023). Arslan (2019) states that universities have significant duties, powers, and responsibilities. These include generating knowledge and technology, conducting scientific research, disseminating scientific findings, and contributing to national and global development.

Within this broad framework, technology plays a crucial role in all areas of university education, leading to significant changes in teaching and learning programs. As a result, higher education institutions must prepare students to navigate and excel in a constantly evolving society. The diverse societies with varying cultures and religions highlight the importance of education policies in shaping the educational landscape and influencing learning outcomes. Successful educational transformations often rely on policies and programs with clear objectives and visions, implemented through comprehensive planning, effective management, and careful monitoring, as noted by Doğan and Beytekin (2020).

In modern society, universities have a more significant role than ever, impacting economic, political, social, and cultural dimensions. This evolving landscape presents challenges and opportunities, requiring thoughtful consideration from educators, administrators, and government authorities. Therefore, higher education systems must focus on national and international initiatives. As nations move towards knowledge-based and creative economies, innovation becomes central to national competitiveness. This shift profoundly impacts the nature of work and occupations, highlighting the need for education to equip individuals with essential future skills, as emphasized by UNESCO in 2014.

At this point, Sardorovna (2023) highlighted that in the dynamic world of higher education, it is crucial to pursue knowledge and intellectual growth, to develop well-rounded individuals who value diversity and foster an inclusive learning environment. As the world becomes more interconnected, higher education insti-

tutions must teach students to appreciate diverse perspectives and practice pedagogical tolerance. 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.

According to the Britannica Dictionary (2024), tolerance is the willingness to accept feelings, habits, or beliefs that differ from yours. A tolerant attitude towards others in collaborative endeavours yields positive outcomes, ensuring success and fostering innovative communication. This inclusive approach enhances interactions between individuals from diverse cultures, fostering partnerships and understanding. Tourinan (2008) emphasizes that contemporary social upbringing prioritizes valuable education, focusing on intercultural engagement and preparing individuals for harmonious coexistence within society. Cultivating values that promote understanding of differences is crucial, as it supports the democratization of societies and the development of open, multifaceted social structures. Additionally, Şahin (2011) stated that differences in attitudes and behaviors among individuals have always existed. Not all thoughts, approaches, behaviors, and actions shaped by historical, social, and cultural differences can be universally accepted. Therefore, the desire for coexistence becomes crucial in an environment based on democracy, human rights, tolerance, justice, and solidarity, where cultural differences enrich. Education and culture are crucial elements in fostering this awareness. Tolerance is essential in promoting this understanding within society. Respecting and understanding the ideas, feelings, and behaviors of those considered “other” and accepting them is fundamental to social life. Thus, tolerance plays a significant role in human life.

Also, Tourinan (2008) emphasized the essential role of education in societal development, noting that it extends beyond just providing knowledge and skills. Education is vital for fostering a tolerant attitude towards others and is foundational for achieving success and working effectively with people from diverse backgrounds. Tourinan emphasizes that education is crucial for integrating individuals into the world, shaping personal and cultural identity, and gaining global recognition. Also, today’s educational environment focuses on creating spaces that help develop tolerant individuals who can understand and engage in team activities within multicultural settings. Plesu (2013) provides a thought-provoking observation, suggesting that as globalization makes us more connected, our general understanding of each other may diminish: “*The more connected we are, the less we genuinely comprehend each other.*” It can be defined that tolerance, viewed as a moral virtue, is often a characteristic of educated and mature individuals who continuously seek knowledge and receive guidance from their parents. These individuals serve as role models, setting standards for their students. Therefore, fostering tolerance in others is a natural outcome of embodying this

quality. Regarding university stakeholders, recognizing their influential role, should demonstrate tolerance among their colleagues and teach this vital virtue to their students, thereby contributing to a more inclusive and understanding society.

In this context, pedagogical tolerance is a critical personal value and attitude within education. It is a quality that manifests in non-conflictual behavior and helps stabilize a person's character while ensuring peaceful coexistence in society. Perepelitsyna (2004) explains that developing pedagogical tolerance in future teachers involves recognizing that it includes all forms and levels of tolerance. This quality is shaped by the goals and characteristics of a teacher's pedagogical activities and the diverse situations they encounter. It is both a professional and personal trait of the teacher. Akhmatova and Shcherbina (2008) defined pedagogical tolerance for future teacher-psychologists as a fundamental aspect of a teacher's personality. It reflects the ability to understand, accept, and embrace students as individuals with their values and ways of thinking and behaving. Gonina (2017) adds that pedagogical tolerance involves having the skills to interact respectfully with all participants in the educational process, including students and their parents. Although various interpretations of pedagogical tolerance exist, they all converge on a single essence: it is a comprehensive professional attribute linked to "Humanity." The primary goal of the educational system is to develop individuals who can thrive in a civil society governed by the rule of law. Influential leaders in educational institutions, particularly at the university level, are crucial for achieving significant educational outcomes (Masinire, 2015). The success of the educational process depends heavily on the qualifications, skills, and tolerance of these leaders. Consequently, capable university leaders are essential for delivering quality education and contributing to developing strong societies for the future (Gokool-Ramdoe & Rumjaun, 2017).

Furthermore, Globalization and educational integration are crucial for creating a framework of critical social values and attitudes. Quality education is crucial in meeting the Sustainable Development Goals (SDGs) set by the United Nations for 2030 (Mngomezulu et al., 2021, pp. 217-228). These goals aim to transform our global community by promoting universal tolerance, acceptance, and appreciation of our diverse humanity. Quality education helps achieve this by encouraging knowledge, openness to different ideas, effective communication, and respect for freedom of thought and belief. The UNESCO Declaration of Principles on Tolerance (1995) highlights that tolerance is essential for moving from conflict to peace. University leaders, such as deans and department heads, must acquire the knowledge, skills, and tolerance to address current challenges effectively. Their role in ensuring quality education is crucial, as their ability to demonstrate pedagogical tolerance is vital for achieving high educational standards in advanced academic settings. In Kazakhstan universities,

various leadership positions are defined with specific responsibilities:

- 1. Deans of Faculties:** Deans are responsible for the entire faculty. Their duties include overseeing the faculty's academic programs, faculty members, students, and administrative tasks.
- 2. Heads of Departments:** These individuals oversee a single department within a faculty. They manage their department's academic and administrative affairs and report to the dean.
- 3. Departmental Official Heads:** These officials have a broader scope of responsibility, covering the entire university's academic programs, student affairs, and all administrative work. They ensure that the university's academic and administrative functions operate smoothly (Ministry of Education and Science of the Republic of Kazakhstan, 2024).

Pevzner et al. (2020) effectively highlight tolerance as a critical pedagogical principle for managing activities in diverse environments. They stress the importance of linking learning to real-life experiences, encouraging collaborative activities between adults and children, and promoting mutual understanding, empathy, compassion, and tolerance. Engaging in thoughtful pedagogical practice and extensive, purposeful research across various scientific fields is essential to develop pedagogical tolerance. Although significant progress has been made in exploring pedagogical tolerance through philosophical, psychological, pedagogical, and sociological studies, research on this topic is still fragmented and lacks a comprehensive, systematic approach.

In this regard, rooting the spirit of tolerance in higher institutions and viewing it as a crucial societal value emphasizes its importance. Leaders in these institutions are responsible for shaping the curriculum and teaching students academic knowledge and social and moral values. For instance, competent leaders persist in supporting others, even when challenging. This persistence is essential when individuals do not respond as expected, when leaders disappoint, or fail to meet expectations. In these difficult moments, leadership is most needed. Competent Leaders offer unwavering support, regardless of circumstances, grounded in a deep conviction to value and consistently add value to people (Pecci et al., 2020). This type of leadership is essential for fostering an environment of tolerance and progress within higher education institutions, ultimately contributing to achieving the SDGs.

This includes fostering loyalty, social tolerance, responsibility, creativity, and innovation, essential for social and economic progress. If these leaders lack pedagogical tolerance, it can lead to social injustice, oppression, intolerance, conflict, higher crime rates, and poor education. These problems can ultimately hinder the achievement of the Sustainable Development Goals (SDGs). Furthermore, Rogers and Burns (2020) emphasize the need to integrate educational leaders into the university

system and focus on this integration to ensure its effectiveness.

When the literature was examined, only a few researchers focused on identifying predictors of pedagogical tolerance among deans, heads of departments, and departmental official heads in Kazakhstan. Furthermore, more research is needed on the involvement of heads of departments, deans of faculties, and departmental officials in recognizing pedagogical tolerance within Kazakhstan universities. However, various studies have explored related issues, such as fostering tolerance in teaching foreign languages among university students and adolescents (Mashanova et al., 2019). Some of these investigations reveal deficiencies in essential skills, roles, and responsibilities related to tolerance in communication. For example, Togaibekova (2021) analyzed the existing tolerance level in the Kazakh student community. Akmagambetova et al. (2023) examined the development of tolerance in adolescents within an educational environment, emphasizing adolescence as a favourable period for tolerance formation due to the development of worldviews and attitudes at this age. Additionally, Lazareva et al. (2016) explored the cognitive style of “tolerance-intolerance to an unrealistic experience,” as well as the motivation and self-regulation of cognitive activity among first-year students in various specialties at Buke-tov Karaganda State University.

This study aims to understand how deans, department heads, and departmental officials perceive pedagogical tolerance and how they apply this concept in their work. Establishing pedagogical tolerance among these leaders is essential before promoting it among students. Once the leaders demonstrate this quality, they can create an environment that fosters pedagogical tolerance throughout the institution. In this context, the literature indicates a noticeable gap in research focusing on pedagogical tolerance among deans, heads of departments, and departmental officials. This study aims to address this gap in understanding.

2. Pedagogical Tolerance in Kazakhstan Higher Education

Pedagogical tolerance can be defined as an individual’s capacity to accept and appreciate diverse perspectives, experiences, and cultures within an educational setting. It emphasizes open-mindedness, empathy, and respect for others, regardless of their backgrounds or beliefs. Pedagogical tolerance is essential because it creates a positive learning environment that fosters intellectual curiosity and mutual respect (Sardorovna, 2023). In Kazakhstan, numerous studies underscore the challenges of fostering pedagogical tolerance among university leaders. Cultivating a tolerant mindset among heads of departments, deans, and departmental officials necessitates a comprehensive and multidimensional approach.

Particularly challenging is instilling tolerance when confronted with national and religious differences. Furthermore, a critical aspect of nurturing a tolerant mindset involves the psychological transformation of perceiving the “stranger” as the “other.” According to Dmitriyev (1999), a pivotal strategy for achieving this transformation lies in adopting an inclusive “approach” to the diverse facets of the national world of other people.

It can be observed that numerous studies have focused on understanding the challenges of assessing pedagogical tolerance in Kazakhstan and other parts of the world. For instance, Zainullina (2022) conducted a quantitative study at Kazan Federal University to determine students’ Pedagogical Tolerance Index. The research findings indicated that the surveyed students demonstrated a “low level of tolerance,” signifying heightened intolerance and pronounced intolerant attitudes toward the world and people around them (Zainullina, 2022). Furthermore, Aubakirova’s (2016) exploration delved into tolerance as an ethical gauge of Kazakh mentality and a reflection of traditional culture. The study highlighted specific social parameters governing tolerant behaviour within society, allowing for the identification of distinct social groups characterized by varying tolerance levels (Aubakirova, 2016). Additionally, Stoykov’s (2022) investigation aimed to uncover the potential for instilling tolerance as an essential professional attribute in students pursuing pedagogical specialties. This quality is deemed imperative for their future success in their careers. The study’s findings revealed that for the formation of a high level of tolerance, the psychological climate and the educational impacts on the students in Bulgaria are significant. The results of their research indicate that fostering a culture of tolerance within a university setting requires a participative management approach, underscoring the importance of leadership. Intolerance education and effective leadership are pivotal in inspiring stakeholders and key participants within the education system (Sakallı et al., 2021). Also, engaging in strategic planning rooted in participative management is imperative to attain enduring educational objectives. This approach is essential for handling diversities and empowering active contributors, including students, teachers, and administrators, through collaborative efforts (Guinot et al., 2021).

Moreover, for instance, one of the most critical moments is that the strategy of the Kazakhstan government in developing the spiritual, national, and socio-cultural potential of society is a necessary condition to occupy a worthy position in world civilization. The long-term state program successfully implements the “Cultural Heritage” concept within its framework. Also, a public council comprised of figures from science, culture, and art, and the Cultural Heritage Foundation was opened. Interethnic and inter-confessional relations are delicate areas where a careful and subtle approach is needed, as well as exceptional sensitivity and discretion in everything that affects the interests of every ethnic group and

national and religious feelings of people. These issues cannot occupy a secondary place or be the subject of speculation in the political struggle.

Even during their successful resolution, society will face new, sometimes complex, tasks. The problems of tolerance and tolerant interaction represent a wide field of research. Interest in such a phenomenon as tolerance has been the focus of research in various sciences: pedagogy and philosophy, psychology and sociology, and political science; each has developed approaches to defining this concept, identifying its specifics and features depending on the scientific field of knowledge being studied. Personal tolerance is associated with social values and attitudes, and it manifests itself through the external and internal boundaries of tolerance, which are rigid or flexible, manageable and or not manageable (Kashkhyrbay, 2023).

In this regard, a theoretical perspective crucial for ensuring pedagogical tolerance among heads of departments, deans of faculties, and departmental officials was thoroughly examined to frame this study. The centuries-old experience of interethnic communication in Kazakhstan is a convincing example of the tolerant attitude of various ethnic groups, the stability of ethnocultural interactions and mutual influence. A chronic analysis of this concept has shown that the concept of “tolerance,” from a historical point of view, is fixed as a moral and ethical characteristic of social relations in which individuals, having cultural differences, have equal dignity, equal rights, and are aware of each other’s self-worth and autonomy. Recognition of law has always been a norm of a civilized society. For example, the most essential feature of the Kazakh philosophical worldview is its focus on maintaining the world’s harmony, determining how to establish loyal, non-aggressive, good-willed people, and good relations between social strata and states. In the context of a nomadic lifestyle, where Kazakhs could go months without encountering people from another clan or tribe, the custom of hospitality should be seen as a manifestation of their tolerant consciousness and humanism. This trait is characteristic of the Kazakh people, who live in territorially disparate, natural, and socially challenging conditions. While hospitality is a part of the moral code for all cultures, it is not always a primary value for everyone. However, hospitality holds

a top position in the Muslim moral value system. Among the Kazakhs, this custom has remained strong and enduring to the present day, whereas in other cultures, it has become much less prominent.

In this context, according to the ideas of Mahmyd Kawgäri (1976), one can find thoughts about the need to comply with the rules of hospitality. In his opinion, tired of the difficulties of the road, tormented by thirst or hunger, any companion could find a welcome with the Kazakhs, a defenceless person - patronage. Hospitality is a sacred duty for the Kazakh people. The tradition of hospitality has particular social significance. In conditions of territorial disunity, a guest from another clan or a representative of another people was a messenger from the outside world, a kind of conductor of his culture; any guest, independent of his nationality and age, enjoyed honour and respect. Tolerance is a universal category, has a temporary locality, and appears in all cultures. Kazakh philosophy, which expresses the essence of the national character and mentality of the people well, is open to other cultural influences and traditions. It is permeated with the spirit of tolerance. The requirements of tolerance were applied, first of all, to ourselves. Remaining sensitive and responsive to social concerns and unrest, the Kazakhs always placed pragmatic interests higher than class and estate ambitions. A feature of our people’s spiritual culture is the close interweaving and mutually fruitful influence of different types of creativity: philosophy, literature, music, political and religious thought. It acted as a way for the existence of national philosophy and was mutually enriched with different types of creativity.

The choice of this theory lies in its strength, which attributes a deeper understanding of the roles, concepts, and personal qualities of pedagogical tolerance to personalize the interconnection between the elements mentioned above as instruments to achieve sustainable development in university. Thus, deans, heads of departments, and departmental officials head the quality domains, such as pedagogical tolerance, resilience, and emotional stability, which are the requirements of competent leaders in the university and the educational process. Hence, the pedagogical tolerance, in this case of quality, is expected to focus on this education competency.

Table 1. Demographic Profile of Participants

Participants of Title	Gender	Age range	Educational level	n
Deans	Male (n:2)	44 -60 years	Ph.D.(n:6)	10
	Female (n:8)		Ph.D. Candidate (n:1) M.Sc. (n:3)	
Head of Department	Male(n:0) Female (n:9)	25-43 years	Ph.D. (n:5) Ph.D. Candidate (n:2) M.Sc. (n:2)	9
Departmental officials of the University	Male (n:2)	25-49 years	Assoc. Prof. (n:5)	7
	Female (n:5)		Ph.D. (n:2)	

3. Objective and Research Questions

The main concern of this study was to gain a deeper understanding of the roles, concepts, and personal qualities of pedagogical tolerance among department heads, deans of faculty, and departmental officials of the university in Astana, Kazakhstan. Specifically, the study seeks to address the following research questions:

- What qualities were needed for competent leaders in the university for a sustainable future from the heads of educational institutions?
- Were the heads of higher educational institutions aware of the tolerance as an essential professional quality required of competent deans, heads of departments, and departmental official heads for a sustainable future?
- What were the opinions of deans, heads of departments, and departmental official heads on developing tolerance as a personal quality?

This work aimed to determine the level of knowledge of the heads of higher educational institutions, pedagogical tolerance, and what qualities are needed to master the head of the organization to create a comfortable organization of educational activities as a functional person administrative-educational managerial staff.

4. Method

This research used a qualitative design that was well-suited to a small sample. The study focused on leaders at higher education institutions in Astana, Kazakhstan. A public university in the city was selected for the 2023-2024 academic year. Ethics Committee approval was granted on October 23, 2023, with the reference number 17-21. The 26 participants included deans, department heads, and departmental officials because their direct involvement with students and faculty impacts curriculum development. Unstructured in-depth interviews in English were conducted to explore the ‘what, how, and why’ of their roles. Participants were chosen for their proficiency in English to ensure clear communication. The interviews were transcribed using Google Forms, and the analysis aimed to uncover qualities of pedagogical tolerance among the university’s leaders.

Descriptive data such as text, discourse, and content analysis are typically collected during the study. These data undergo various stages of processing and separation. Qualitative data sets are often subjected to detailed descriptive analysis, which is used when parsing is not required. The demographics of research participants describe their features and characteristics, providing a general overview of the city. Descriptive analyses, such as summarizing life stories, are used to understand these features better (Miles & Huberman, 1994). Content analysis involves a deeper examination of the gathered data, focusing on ideas, classifications, and themes that help interpret the information. This process involves moving from codes to categories and themes. Codes are grouped into categories and themes to provide a meaningful interpretation of the data. In content analysis, the content of participants’ responses is systematically analyzed to uncover patterns and insights (Creswell, 2003).

Validity in research refers to the accuracy of the results or the ability to address the research problem effectively. Qualitative validity is how objectively the researcher can solve the problem and whether the data accurately reflects the situation. Validity is enhanced by addressing the research problem comprehensively and considering all aspects of the phenomenon under study. Confirming participants’ responses with feedback, such as “Did you mean this?” or “Is this what I should understand from your words?” increases validity. Having another expert or peer review the data can also contribute to validity (Lincoln & Denzin, 1994).

Qualitative research validity is divided into internal and external validity. Internal validity assesses whether the research process accurately reflects the reality of the study. It checks if the researchers’ interpretations of facts align with the actual situation and if the findings are consistent and meaningful. Questions like “Do the findings reflect the real situation?” and “Do participants confirm the results?” help increase internal validity (Patton, 2002). Ethically, the study adhered to international research ethics standards by ensuring participant confidentiality and respecting their voluntary participation. The researchers guaranteed that the collected information would be used solely for research purposes.

Table 2. The Essential Qualities for Competent Leaders in Universities for a Sustainable Future

Theme	Sub-Theme	Code	n
Qualities DN	Communication	English proficiency, critical thinking, cultural behaviour	10
Emotional Intelligence HD	Intelligence	Respect, ability to listen, take responsibilities	9
Transferable skills DOH	Strategic thinking	Honesty, teamwork, technological literacy	7

5. Results and Discussion

This section presents the study’s findings, followed by discussions of each result based on the responses of the twenty-six participants as derived from the three research questions raised in this study. The respondents, who were members of the university, were presented with these codes: DN for deans of the faculty, HD for heads of the Department, and DOH for departmental official heads.

► **Table 1** provides a detailed overview of the study’s participants, categorized by their titles, gender, age range, educational level, and number of participants. Among the deans, there is a notable difference in gender representation, with 8 females and 2 males, reflecting a predominance of women in this senior role. The deans are relatively experienced, with ages ranging from 44 to 60 years, and the majority hold advanced academic qualifications, with 6 holding Ph.D.s, 1 a Ph.D. candidate, and 3 an M.Sc. This suggests a highly qualified leadership group. In contrast, all 9 heads of department are female, and their ages range from 25 to 43 years, indicating a younger demographic than the deans. Their educational backgrounds are impressive, with 5 holding Ph.D.s, 2 in Ph.D. candidates, and 2 with M.Sc. degrees. This reflects a well-educated group, though slightly less advanced than the deans. Departmental officials, numbering 7, include 2 males and 5 females, showing a higher proportion of women. Their age range of 25 to 49 years indicates a mix of younger and more experienced individuals. Most officials hold Associate Professorships (5), while 2 have Ph.D.s, suggesting a blend of mid-career and senior professionals. Overall, the data reveals a gender representation favouring females, a generational divide between deans and younger roles, and a high level of academic qualification among all participants.

► **Table 1** reveals a gender representation across different roles, with female participants dominating all categories. This trend is particularly noticeable among department heads and departmental officials. The age range clearly distinguishes between the more experienced deans and the younger heads of department, reflecting a possible generational divide in leadership

positions. The educational qualifications of the participants are notably high across all roles, with a significant number holding advanced degrees, highlighting the academic expertise of the participants. However, Ph.D. candidates among department heads and some departmental officials suggest a continued focus on academic development and career progression within these roles.

It can be seen that the managerial positions at the University of Astana involved female scientists. Women’s participation in science in Kazakhstan as of 2023 was 53,4% (*Kazakhstan*, n.d.). Women comprise the majority (55.9%) of those enrolled in universities. Women more often continue their studies in graduate school; 61.2% of graduate students and 60.9% of doctoral students are women (Khamzina et al., 2020).

Q1. What qualities were needed from the heads of educational institutions for competent university leaders to ensure a sustainable future?

► **Table 2** gives the subthemes, codes, and number of participants created for DN (deans of the faculty), HD (heads of the department), and DOH (departmental official heads theme).

► **Table 2** identifies the qualities of competent university leaders necessary for achieving a sustainable future, categorized by role: Deans, Heads of Department, and Departmental Officials. For Deans (DN), the focus is on communication skills, English proficiency, critical thinking, and cultural behavior, which were noted in 10 instances. These qualities underscore the need for effective communication and intercultural understanding, vital for leading diverse academic communities and navigating the complexities of modern higher education. Heads of Department (HD) are associated with intelligence, respect, listening ability, and a sense of responsibility, highlighted in 9 instances. These attributes emphasize the importance of interpersonal skills and ethical conduct, reflecting the need for collaborative and accountable leadership. Meanwhile, Departmental Officials (DOH) are recognized for their strategic thinking, honesty, teamwork, and technological literacy, which were mentioned

Table 3. Awareness About Tolerance Among Deans, Heads Of Departments, And Departmental Official Heads

Theme	Sub-Theme	Code	n
Tolerance as an respectful and non-discriminatory atmosphere DN	Understand and appreciate different perspectives, collaboration	Cultures and backgrounds, fostering an environment that encourages dialogue and personal growth, resolving conflicts effectively, and ensuring a harmonious and productive learning environment for all	10
Building peace through tolerance DOH	Peaceful	Tolerance is crucial for a cohesive society It soberly assesses the situation	7
Tolerance and staff HD	Quality for the head of an educational	Professionally important organization the more tolerant, the more one knows how to solve all the problems of the university	9

7 times. This indicates a focus on forward-looking and ethical practices, alongside the ability to work effectively in teams and adapt to technological changes. Overall, the Table reveals that while all groups value communication and interpersonal skills, each role emphasizes different aspects of leadership. Deans prioritize broad and culturally aware communication, Heads of Departments highlight ethical and responsible behaviour, and Departmental Officials focus on strategic and technological competencies. This variation illustrates the diverse and multifaceted nature of leadership required to foster sustainability in higher education institutions.

Regarding the first question, the relevant participants expressed their opinions as follows.

“Versatile qualities to communicate with all participants of the educational process.” DNI According to the study of the regulatory documentation “Official instructions of the Commissioner for Ethics and Counteracting Corruption Risks” dated September 21, 2020, it was clarified that the head of an educational organization must have higher education in the relevant field of training or higher education and additional professional education in the form of professional retraining or advanced training in professional activity profile (The Law of the Republic of Kazakhstan dated 18 November 2015 № 410-IV LRK).

It should be noted that before developing pedagogical tolerance among students, it is necessary to demonstrate it as a functional quality among the heads of higher educational institutions. Then, the current administration will create conditions for developing pedagogical tolerance in the whole collective. The literature analysis revealed that the tolerant environment forms the external conditions and internal prerequisites, which should be followed by the semantic activity of a person, his free and responsible self-determination in each specific life situation. Responses from the participants indicated that most department heads, deans of faculty, and departmental officials are not aware that tolerance is required for competent leaders.

The participants’ responses revealed that qualities essential for heads of department, deans of faculty and departmental officials include empathy, integrity and management culture. In the words of the participants:

From the preceding, it is evident that through the questions, most interviewees pointed out qualities for managing, working teams and taking responsibility. From this, it is clear that most see this field as a society. The following answers are directed to human qualities. Meanwhile, the answers are about the integrity of character. Hence, this study established that emotional stability is essential in pedagogical tolerance. Resilience is significant because as pedagogical tolerance obliges a person to be tolerant of all students and colleagues despite their financial situation, nationality, marital status, etc., the ability to find a common language with every-

one, despite differences, is essential.

Most participants identified ‘capacity for dialogue’ as the most crucial quality for heads of educational organizations. They stressed the importance of listening and communicating with colleagues and staff to understand workplace relationships better. They believe that through dialogue, leaders can identify and resolve workplace issues. The department deans also highlighted the importance of defining values and vision to raise expectations and set direction as a crucial dimension of successful leadership. They emphasized the need for leaders to assess their skills and boundaries, know their values, and set expectations before making a plan, as these are significant dimensions for any leader.

The deans, head of the department and departmental official heads chose respect and value as the most essential attributes. Even though it is vital for heads, a strong sense of moral responsibility and a belief in education is much more critical. Because faith in education and moral responsibility pushes a person to work conscientiously and better, the person has the motivation and desire to work better. As a result, these attributes make the head of the organization successful. Hence, such as the “Kazakhstan 2030” and “Kazakhstan 2050” strategies suggest that the government should modernize the educational system from preschool to higher education to enhance societal, individual, and economic understanding in a competitive environment (Baltabayeva, 2020, p. 342).

Unfortunately, no one from the heads of educational institutions mentioned tolerance as an essential quality for a competent university leader.

According to the participants, relying on selecting the answers of competent Heads of department, Deans of faculty and departmental officials is another role of pedagogical tolerance for a successful future. The finding corroborates the studies by Shatalov et al. 2009. The pedagogical science, the phenomenon of tolerance, is considered a value attitude from the individual’s perspective. Tolerance is a value and personality quality that manifests itself in non-conflict behaviour. This personal core stabilizes the personality and is a condition for society’s peaceful existence. Tolerance is reflected in the development of various pedagogical systems.

Q2. Were the heads of higher educational institutions aware of tolerance as an essential professional quality required of competent deans, heads of departments, and departmental official heads for a sustainable future?

► **Table 3** gives the subthemes, codes, and number of participants created for DN (deans of the faculty), HD (heads of the department), and DOH (departmental official heads theme).

The findings from ►Table 3 reveal valuable insights into the opinions of the deans of the faculty, department heads, and departmental official heads regarding their awareness of tolerance. The thematic exploration of tolerance in the educational context is a commendable effort that sheds light on its multifaceted significance. The sub-theme “*Tolerance as a respectful and non-discriminatory atmosphere*” (DN) delves into the nuanced aspects of tolerance, emphasizing its role in creating an inclusive educational environment. Understanding and appreciating diverse perspectives, fostering collaboration, and effectively resolving conflicts are critical elements in nurturing an atmosphere that encourages constructive dialogue and propels personal growth among students. This sub-theme is a valuable guide for educators aiming to foster a positive and harmonious learning atmosphere.

Including “*Building peace through tolerance*” (DOH) broadens the scope, positioning tolerance as a foundational element for societal cohesion. The emphasis on soberly assessing situations is particularly noteworthy, suggesting that a measured and informed approach is essential in addressing conflicts. By highlighting tolerance as a fundamental building block for peace, this sub-theme reinforces that educational institutions play a pivotal role in knowledge dissemination and shaping individuals who contribute to a harmonious society.

Moving to the leadership dimension, the theme “*Tolerance and staff*” (HD) underscores the professional importance of tolerance at the organizational level. The correlation between leadership tolerance and problem-solving capabilities within a university setting is a compelling insight. It implies that leaders who embrace tolerance are more adept at navigating the complexities of a university environment and are better positioned to foster a culture of inclusivity and collaboration among staff.

These themes collectively paint a comprehensive picture of tolerance’s critical role in education and beyond. Educating institutions can catalyze positive societal change by promoting tolerance and instilling values beyond academic pursuits. The presented themes provide a robust framework for educators and leaders to integrate tolerance into their practices, creating a more harmonious, inclusive, and resilient educational community.

Regarding the second question, the relevant partici-

pants expressed their opinions as follows:

“Sometimes tolerance is necessary, but it should be considered that some of our teachers are illiterate. Then, of course, there can be no talk of tolerance.” HD1

“Yes, tolerance is a necessary and important quality for the head of an educational organization. As a leader in the education field, the head of an educational organization is responsible for creating an inclusive and supportive environment for students, staff, and the community. Tolerance allows the head to embrace diversity, promote equal opportunities, and ensure a respectful and non-discriminatory atmosphere. It enables them to understand and appreciate different perspectives, cultures, and backgrounds, fostering an environment that encourages dialogue, collaboration, and personal growth. Tolerance also helps to address and resolve conflicts effectively, ensuring a harmonious and productive learning environment for all.” DN1

The achievement of SDG 4, which focuses on providing equitable and quality education, relies heavily on the involvement of teachers. According to the Declaration of Principles on Tolerance, adopted by the General Conference of UNESCO in 1995, there is a strong emphasis on improving various educational components. These include enhancing teacher training, updating curricula, and improving the content of textbooks and lessons. Additionally, the use of new educational technologies is encouraged. The goal is to educate students to become caring and responsible citizens who are open to other cultures, value freedom, respect human dignity and differences, and can prevent or resolve conflicts through non-violent means (Declaration of Principles on Tolerance, UNESCO, 1995:10-12).

Therefore, deans, heads of departments, and departmental officials should identify the essential qualities expected of every competent leader to promote lifelong learning. These qualities include tolerance and the ability to work with a diverse younger generation, knowledge of curriculum and pedagogical approaches, and skills in

Table 4. The Significance of Tolerance

Theme	Sub-Theme	Code	n
Empathy and perspective-taking HD	Education	conduct seminars and workshops in developing tolerance	9
Open-mindedness DN	Practice being open-minded	accepting of different ideas and opinions. constructive dialogue	10
Patience and understanding DOH	Develop patience in dealing with differences and misunderstandings	Be willing to learn and grow from disagreements and conflicts. more inclusive and harmonious relationships with the surroundings	7

communication, information technology, observational tact, creativity, innovation, and leadership. Responses from the participants indicated that most deans, heads of departments, and departmental officials at the university recognize the importance of tolerance as a crucial professional quality for competent leadership and a sustainable future. According to SDG 4c, educators enable students to confront global challenges and contribute to ongoing and sustainable development through inclusive, equitable, quality, and lifelong education (Nketsia et al., 2020).

In support of the research findings, tolerance is a quality needed for a competent leader. From the above narration of the participants, it is evident that the heads of educational institutions are aware of the qualities required of competent deans, heads of departments and departmental official heads. According to the competency theory reviewed in this study, the emphasis should be on teachers' qualities that enable learners to reorientate themselves and their society (Azemikhah, 2005). Thus, teachers need to possess specific professional values, knowledge, and skills to sustain the future of society. Indeed, each answer was written consciously, with an understanding of the questions, but how one was written, what ideas were shown, and what the approach of each form taker was to give some answers – this is the main problem of this form.

Q3. Is tolerance, in your opinion, a necessary, professionally important quality for the head of an educational organization? What do you mean by the concept of “pedagogical tolerance?”

► **Table 4** gives the subthemes, codes, and number of participants created for DN (deans of the faculty), HD (heads of the department), and DOH (departmental official heads theme).

► **Table 4** shows a proactive approach toward fostering empathy, open-mindedness, and patience in educational settings. The commitment to conducting seminars and workshops on developing tolerance reflects a genuine effort to cultivate understanding among individuals. The emphasis on practicing open-mindedness, specifically by accepting diverse ideas and opinions and encouraging constructive dialogue, is commendable. This approach not only enriches the learning environment but also contributes to the development of critical thinking skills. The focus on patience and understanding, as outlined in the comment, demonstrates a holistic perspective on personal growth. By actively seeking to develop patience in dealing with differences and misunderstandings, individuals are encouraged to view conflicts as opportunities for learning and growth. This mindset shift can lead to more inclusive and harmonious relationships within and beyond the educational context.

To address the last research question on opinion from the perspectives of department heads, deans of faculty,

and departmental officials, it is necessary to develop tolerance as a personal quality.

Given this factor, the modern world has begun to study a new type of management, which has changed the approach of teachers, the administration, and the board. Talent management is an integrated approach to selecting, assessing, and developing personnel potential. It aims to create a comfortable environment for the development and growth of an employee who can effectively apply knowledge and skills (Jan van Zwieten, 2023).

Regarding the third question, the relevant participants expressed their opinions as follows. *“Empathy and perspective-taking: Try to understand others’ perspectives and put yourself in their shoes. Practice active listening and show genuine interest in understanding their viewpoints.” DOH1*

“Open-mindedness: Practice being open-minded and accepting of different ideas and opinions. Be willing to consider alternative viewpoints and engage in constructive dialogue.” DNI

These answers show that external influences like empathy, increasing self-awareness, open-mindedness, patience and capacity building play crucial roles encountered by deans, heads of departments and departmental official heads. It constitutes a path to success in developing tolerance as a personal quality that should be able to promote equitable and quality education.

Education stands out as a pivotal element within the university's educational process. In this context, education is construed as a deliberate and systematic endeavour to shape individuals according to established societal normative models. It involves purposeful efforts to cultivate socially significant qualities, attitudes, and value orientations in individuals while fostering favourable conditions for holistic and balanced moral, intellectual, and physical development. The overarching goal is to facilitate self-improvement and foster the creative self-realization of each personality.

The study found that heads of departments, deans, and departmental officials clearly understand the importance of tolerance. Education for tolerance should be considered an urgent priority. It is essential to promote systematic and rational teaching methods that address the cultural, social, economical, political, and religious sources of intolerance, which are the primary roots of violence and exclusion (Declaration of Principles on Tolerance, UNESCO, 1995:12). Education policies and programs should aim to develop understanding, solidarity, and tolerance among individuals, as well as among ethnic, social, cultural, religious, and linguistic groups and nations.

6. Conclusion

This research has aimed at the significance of pedagogical tolerance and personal attributes within the leadership roles of heads of department, deans of faculty, and departmental officials at the university. Inspired by SDG 4c, which emphasizes the crucial role of educators in achieving educational objectives, this study highlights administrators' central role in shaping the next generation. The findings from this study substantiate that educational leaders must possess pedagogical tolerance. This quality is evident in their ability to interact with teaching staff and social partners based on cooperation, constructive dialogue, mutual respect, and trust. Additionally, the diversity and unique characteristics of the educational environment are recognized as resources for developing its members' professional and personal potential. The study further revealed that deans, heads of departments, and departmental officials understand the qualities required of competent leaders for a sustainable future.

In addition, The findings confirm that educational leaders know the importance of tolerance and recognize it as crucial for effective leadership. These leaders understand that tolerance fosters a peaceful, respectful, and non-discriminatory atmosphere among students and academic staff. The findings highlight that department heads, deans, and departmental managers view tolerance as essential for competent leadership and a sustainable future. Their responses indicate that empathy, openness to curiosity, and patience are vital qualities influenced by external factors. The research findings emphasize the importance of pedagogical tolerance in educational leadership. The data reveal a specific trend that warrants further investigation and is consistent with existing literature, deepening our understanding of the subject. Despite the study's limitations, such as the small sample size, these findings are significant and can guide future research.

In conclusion, pedagogical tolerance is crucial for achieving sustainable education. The authors recommend incorporating a course on pedagogical tolerance into undergraduate training curricula and organizing intensive workshops, seminars, training, and retraining for deans, heads of departments, and departmental officials. Given the study's limited sample size, future research should consider employing a larger sample to provide a more comprehensive reflection of educational leaders in Kazakhstan.

Further research is necessary to monitor the effectiveness of pedagogical tolerance training programs. Studies should evaluate the impact of these programs on educational outcomes, student behavior, and overall university climate, providing data to refine and improve training continuously. Collaborative initiatives between universities, government bodies, and international organizations are encouraged to share best practices and resources for promoting pedagogical tolerance. Engaging the broader community, including local organizations, can reinforce the principles taught in universities and provide a supportive environment for students and staff.

Acknowledgments

The authors acknowledge the deans, heads of the department, and departmental officials' heads who patiently responded to the interview questions and returned them fully completed.

Research Ethics

This research was conducted with the permission of the Eurasian National University Social Sciences Research Ethics Committee with the meeting decision dated 23/10/2023 and numbered 17-21.

Author Contributions

The author(s) have accepted responsibility for the entire content of this manuscript and approved its submission.

Competing Interests

The author(s) has declared no conflicts of interest.

Research Funding

None declared.

Data Availability


The raw data can be obtained at the request of the corresponding author.

Peer-review


Peer-reviewed by external referees.

Orcid

Baizhuman Kashkhynbay  <https://orcid.org/0000-0002-3049-6508>

Zhaniyat Baltabayeva  <https://orcid.org/0000-0002-7560-2917>

Miray Doğan  <https://orcid.org/0000-0002-6734-8947>

Sandugash Baisarina  <https://orcid.org/0000-0003-3731-2166>

References

- Akhmetova, B. (2006). The technology of formation of pedagogical tolerance among future teachers – psychologists. *Problems of training specialists*, 4(1), 34-40.
- Akhmetova, G., Aubakirova, S., Kudysheva, A., et al. (2016). Tolerance as an Ethical Indicator of Kazakh Mentality and Traditional Culture. *Global Media Journal*, 3(11).
- Akmagambetova, N., Zhorabekova, A., & Kassymova, G. (2023). Formation of Tolerance in Teenage Students in the Modern Educational Environment Via a Pragmatic Approach. *Isaui universitetinin habarshysy*, 128, 367-379.
- Arslan, H. (2019). *Management of Higher Education*. Anı publishing.
- Azemikhah, H. (2006). The 21st century, the competency era and competency theory. *Open Learning Institute of TAFE*, 11(2), 1-12.
- Baltabayeva, Z., Sautieva, F., Skorobogatova, A., & Mamatelashvili, O. (2020). The impact of success factors on the strategic management in an educational

- complex. *Amazonia Investiga*, 9(29), 336-346.
- Britannica Dictionary (2024). Tolerance. In Britannica Dictionary. Retrieved July 26, 2024, from <https://www.britannica.com/dictionary/tolerance>
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. California: Sage Publications Inc
- Declaration of Principles on Tolerance was Proclaimed and signed by the Member States of UNESCO on 16 November 1995. UNESCO. Executive Board, 147th session, 1995. <https://unesdoc.unesco.org/ark:/48223/pf0000101344> (Accessed 20 November 2023)
- Dmitriyev, G. (1999). *Multicultural education*. Public education, 208.
- Doğan, M., & Arslan, H. (2023). Perspectives of Faculty Members on Distance Education. *Yükseköğretim Dergisi*, 13(1), 33-40.
- Doğan, M., & Beytekin, O. F. (2020). *A Comparison of The Higher Education of Turkey and Canada*. Research on Education, 25.
- Frawley, G. Russell, & J. Sherwood (Eds.), Cultural competence and the higher education sector: Australian perspectives, policies and practice (pp. 59-81). Springer, Singapore: Springer.
- Gokool-Ramdoe, S., & Rumjaun, A. B. (2017). Education for sustainable development: Connecting the dots for sustainability. *Journal of Learning for Development*, 4(1), 72-89.
- Gonina, O. (2017). Tolerance of teachers at various stages of their professionalization. *Business and design review*, 3(7), 13.
- Guinot, J., Monfort, A., & Chiva, R. (2021). How to increase job satisfaction: The role of participative decisions and feeling trusted. *Employee Relations*, 43, 1397-1413.
- Jan van Zwieten (2023). Top managers of Kazakhstani universities were trained at ENU. Retrieved January 14, 2024, from <https://enu.kz/ru/news/512>
- Kashkhyrbay, B. (2023). The historical context of developing the concept of «tolerance» *Herald of KRSU*, 23(10), 39-44.
- Kazakhstan. (n.d.). UN Women – Europe and Central Asia. <https://eca.unwomen.org/en/where-we-are/kazakhstan>
- Khamzina, Z. A., Buribayev, Y. A., Yermukanov, Y., & Alshurazova, A. (2020). Is it possible to achieve gender equality in Kazakhstan: Focus on employment and social protection. *International Journal of Discrimination and the Law*, 20(1), 5-20. <https://doi.org/10.1177/1358229120927904>
- Lincoln, Y.S. & Denzin, N.K. (1994). *Handbook of Qualitative Research*. CA: Sage
- Masinire, A. (2015). Recruiting and retaining teachers in rural schools in South Africa: Insights from a rural teaching experience programme. *Australian and International Journal of Rural Education*, 25(1), 2-14.
- Mashanova, S., Kilyshpaeva, M., & Kilyshpaeva, S. (2019). Students' tolerance development using teaching the English language in universities of Kazakhstan. *Issues of Theory and Practice*, 4(1), 21-24.
- Ministry of Education and Science of the Republic of Kazakhstan (2024). Retrieved from <http://www.edu.gov.kz>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Sourcebook*. (2nd ed). Thousand Oaks, CA: Sage
- Mngomezulu, M., Lawrence, K., & Mabusela, M. (2021). Recruiting Competent Teachers in South Africa for a Sustainable Future: The Role of School Governing Bodies. *African Journal of Inter/Multidisciplinary Studies*, 3(1), 217-228.
- Muremela, G., Kutame, A., Kapueja, I., & Lawrence, K. (2020). Challenges of retaining qualified scarce skills subject teachers in rural secondary schools: Lens of stakeholders in Mutale District, Limpopo. *African Renaissance*, 17(3), 73-88.
- Nketsia, W., Opoku, M., Saloviita, T., & Tracey, D. (2020). Teacher educators and teacher trainees' perspectives on teacher training for sustainable development. *Journal of Teacher Education for Sustainability*, 22(1), 49-65.
- On combating corruption - "Adilet" LIS. (n.d.). <https://adilet.zan.kz/eng/docs/Z1500000410>
- Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd Ed.). London: SagePublications, Inc
- Pecci, A., Frawley, J., & Nguyen, T. (2020). *On the critical, morally driven, self-reflective agents of change and transformation: A literature review on culturally competent leadership in higher education*. In J.
- Perepelitsyna, M. (2004). *Formation of pedagogical tolerance among future teachers. Dissertation work Pedagogical Sciences*, 176. *View of studying tolerance in students from the pedagogical specialties*. (n.d.). <https://journalppw.com/index.php/jpsp/article/view/11600/7503>
- Plesu, A. (2013). Tolerance and the intolerable. Crisis of concept. *Balticworlds 3-4 A scholarly journal from the Centre for Baltic and East European Studies* (CBEEES), pp. 10-14.
- Sakallı, Ö., Tili, A., Altınay, Fahriye, Karaatmaca, Ceren, Altınay, Zehra, & Daglı, G. (2021). The Role of Tolerance Education in Diversity Management. *A Cultural Historical Activity Theory Perspective*, 11(4).
- Sardorovna, U. S. (2023). Embracing a competency-based approach: Fostering pedagogical tolerance in higher education institutions. *The American Journal of Social Science and Education Innovations*, 5(7), 91-94. <https://doi.org/10.37547/tajssei/Volume05Issue07-12>
- Ş. Ç. (2011). Perceptions of prospective teachers about tolerance education. *Educational Research and Reviews*, 6(1), 77-86. Available online at <http://www.academicjournals.org/ERR>
- Tourinan, L., & Familia, J. (2008). *Escuela y sociedad civil. Agentes de educacion intercultural*. La Coruna: Netbiblo. 260.
- Togaibekova Zh., & Sangilbayev B. (2021). The tolerance issue among Kazakhstani students. *The Journal of Psychology and Sociology*, 2(77), 65-71.
- UNESCO (2014). Bangkok Education Policy Research Series, Education Policy and Reform Unit Discussion Document No. 5 Education Systems in ASEAN+6 Countries: A Comparative Analysis of Selected Educational Issue.
- Zainullina, V. (2022). Forming pedagogical tolerance of students — future teachers in the framework of foreign language training. *Young Scientist*, 51(446), 181-182.