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SOCIAL WORK SUPERVISION WITH STUDENTS AS AN ENVIRONMENT FOR FORMING SENSITIVITY TOWARDS CLIENTS AND PROVIDING OPPORTUNITIES FOR CHANGE AND DEVELOPMENT

Abstract: *In the article analyses the problems of social work supervision in the practical training of students as an environment in which conditions for stimulating their sensitivity to their own and to clients'/users' thinking, feelings, actions and behaviour and the readiness for change and development are created. The research was conducted with 252 students in Bachelor's and Master's degrees in the Social Work specialty at the University of Ruse, Bulgaria, between 2014–2018. Its purpose is to identify the respondents' attitudes towards creating the environment and conditions in supervision in practical training to promote sensitivity to dynamic thinking, feelings, client's/users' experiences and those of the respondents related to them, as well as the aspiration and readiness for continuous change and development. The methodology of empirical research is pursuant to its purpose and tasks. The quantitative and qualitative analysis of empirical data reveals a dominant positive trend of students' attitudes towards social work supervision in their practical training in the analysed field. The necessary evidence is presented in order to highlight the contribution and importance of student supervision to the realization of learning with the characteristics of facilitation, reflexivity and the provision of opportunities and resources to forming sensitivity in its various aspects and to achieve development in the process of integrating theory and practice, assimilation of experience and improving competence. The supervisor has the responsibility to create the conditions for interaction between the supervised students' cognitive, affective, behavioural, personal and educational development. In synthesis, this contributes to the formation in students of an objective and critical attitude to their own activities, to promoting the readiness to achieve change and development, and to improve the quality and effectiveness of practical training.*

Key words: *supervision of social work students; attitudes towards conducted supervision; sensitivity in certain aspects; improving competence; student development; effectiveness of practical training*

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Introduction

Supervision in the practical training of social work students is aimed at creating a learning environment and atmosphere which contribute not only to the promotion of learning activity, cooperation, critical analysis and reflection, but also for providing an opportunity for demonstration of

awareness of their own, and of their clients'/users', thoughts, feelings, actions and behaviour as well as readiness for realisation of a change and development. The environment and conditions formed in this way as well as the provided resources and opportunities play a significant role in raising the competence, assisting and promoting professional and personal growth,

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association with the values and mission of social work and inclusion into the professional community of social workers.

Supervision in the practical training of social work students is considered by researchers in this field in a relatively unified context. In compliance with the positions they adhere to, they place an emphasis on various points from the context in question. In their totality, the discussed viewpoints are linked to the following interpretations of supervision in the practical training of social work students:

- a structured, interactive and joint process with certain functional and role specifics and organisational, technological and methodological framework which includes monitoring, facilitation, training and assistance of students. Its main goal is to provide the students with conditions and opportunities to become aware of their own learning and practical work and their observations on a work area where practical training takes place and in accordance with the achieved level of competence and independence. According to some researchers, the relationship between a supervisor and a supervised student lies in the heart of the practical training of the student and they are crucial for developing awareness of their own, and of their clients'/users', thoughts, feelings, experiences, activities and models of behaviour, and the promotion of willingness for the achievement of a change and development in a cognitive, educational, professional and personal aspect. In compliance with the goal orientation, their functional and methodological specifics, the emphasis in them is placed on teaching and learning characterised with sensitivity, reflection and facilitation, thus ensuring student development in a supportive and, at the same time full of challenges, environment [1; 6];

- learning context in which students realise their goals for integrating the theory with the practical reality. In this context, students face and experience the effect of the contradictions and conflicts of practice which generate certain thoughts, feelings and experiences in them [1]. Researchers note that students begin their learning practice with their own thoughts, feelings, experiences, beliefs, worries and fears, level of competence and practical experience [1]. According to them, the supervisor and the social service staff play an important role for their adaptation to the field of conducting the learning practice, the formation of sensitivity towards their own and their clients'/users' thoughts, feelings, activities and behaviour, the encouragement of a striving for a change and development and during the assistance and encouragement in the process of acquiring values, knowledge, skills, experience and good practices. The importance of the modelling method is highlighted as one of the most successful ones for carrying out supervision in the practical training of social work students. Also noted is the supervisors' responsibility and the supervision realised by them regarding not

only the quality and efficient conducting of the practical training, but also the possibility for the student to continue their studying successfully on the basis of acquired values, knowledge, skills and experience;

- assisting students in analysing and getting an insight into their experiences, as well as providing them with an opportunity to try the acquired knowledge, skills and experience. Researchers believe that this helps to achieve optimisation of learning, use of reflection, understanding the importance of the profession and the integration of theory and practice [9; 10];

- an environment and means of forming the professional Me of the supervised student [4];

- interaction between a supervisor and a supervised student which contributes for improvement of the relationships with the social workers from the work field of practice, the clients/users and organisations in the community, as in this way students do not only get familiar with and acquire different aspects and practices of social work, but they also have an opportunity for forming sensitivity towards their own and their clients'/users' thoughts, activities, reactions and models of behaviour as well as willingness for realisation of a change and development [7].

The presented researchers' positions reveal that supervision of social work students is conceptualised mainly as a learning context and a supportive environment whose important components are teaching and learning with characteristics of reflection and facilitation, the presentation of possibilities and resources for formation of sensitivity towards their own, and those of their clients'/users', thoughts, feelings, actions and behaviour, as well as promoting willingness for achieving a change and development.

A number of authors pay attention to the benefits of the experience gained by students during supervision in their practical training [3]. The experts who supervise students during their learning practice must bear in mind not only the goals and objectives of learning, the level of competence and independence which students reach, their motivation in acquiring practical experience and growing and developing, but also their own and those of their students' models of behaviour and learning, , style of communication and interaction, readiness for partnership and building of mutual trust and dynamics of provoked thoughts, feelings and experiences.

The results of researches dating as back as the 1990s reveal that an important role in student supervision is played by their active participation in the assessment of their own activity, as in this regard it has been ascertained that there is a high level of correlation between competence and the ability for self-analysis as well as objective and critical attitude towards their own activity and behaviour by the supervisee [8]. This allows assessment as a process to

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be conducted jointly and the assessment to be formed as a collaborative product of the activity of a student and supervisor. In this way there is not only a differentiation from traditional asymmetric relationships and positions of power between the subject and object of assessment without their own position, but there are suitable conditions for forming awareness of their own, and those of their clients'/users', thoughts, feelings, actions and behaviour, as well as promoting willingness for achieving a change, growth and development. In this context, researchers point out that the encouragement of learning, the gaining of good experience, the formation of awareness of its various aspects and the achievement of development in students require the supervisor to create conditions for integration of the cognitive, affective, behavioural and educational development and their models of attachment [2; 4].

Research for identification of students' attitudes towards providing an opportunity for demonstrating awareness of their own, and those of their clients'/users', thoughts, feelings, actions and behaviour as well as willingness for a change and development during supervision in social work practical training

Purpose of the research

Identification of the attitudes of students from the Bachelor's and Master's degree programmes in social work towards providing an opportunity for demonstrating awareness of their own, and those of their clients'/users', thoughts, feelings, actions and behaviour as well as willingness for a change and development during the conducted supervision in social work practical training.

Participants in the research

The research was conducted among 225 students (N = 225) from the Bachelor's social work programme (88%) and Master's programme (12%) at Ruse University between 2014 and 2018. The total number of students from the two programmes over the whole period of research is 252, which reveals that 89.29% of them have chosen to take part in it. The sample is unintentional and random. It provides equal opportunities for participation to all students from both educational qualification degree programmes. A small non-representative sample has been chosen in compliance with the following factors: cognitive and social orientation of the research and specific character of the interaction in the context of supervision as an activity with certain content, functional, role and technological characteristics; contribution of the implemented supervision to the formation in students of attitudes for their association with the values and traditions of the profession and the creation of conditions for value, cognitive, professional and personal development; place, role and importance of supervision of students as an interactive and pedagogical environment for

analysing and coping with emerging problems and for improving the quality and efficiency practical training in social work; carrying out a research of a problem of great importance for the value, cognitive, professional and personal development of students, their professional identity and association with the values and traditions of the social work profession; encouraging and motivating students by including them in supervision to accomplish set tasks and deal with emerging difficulties with a high level of responsibility and competence; the specifics of the subject of research in the context of practical training in social work and the processes and dynamics related to its implementation; the purpose and subject of the research and the possibility for efficient work with the sample.

Methods

The research is carried out with a tool created by the author – 'Questionnaire for a study on the attitudes of students from the bachelor's and master's degree social work programme towards implementing supervision in their social work practical training', which has been approbated, validated and which includes 7 subscales with 25 items. It is anonymous and is completed from a distance using an online form. In accordance with the purpose of the research, an analysis will be made of the respondents' answers from the subscale for attitudes towards the implementation of supervision in social work practical training for their association with the values and traditions of the profession and the creation of conditions for value, cognitive, professional and personal development. The analysis will be combined with the data from the additional question about the expected results from the use of supervision in the practical training and from the conducted interview, which is linked thematically to the questions from the research tool. Respondents' answers about their attitudes are registered using a five-point Likert scale. To verify the reliability of the questionnaire, Cronbach's coefficient alpha (α) has been used for the sample surveyed (N = 225) through an analysis of the seven subscales. The reliability of the questionnaire is $\alpha = 0.746$, which reveals very good consistency of the questions. The study is conducted with informed consent and is voluntary and anonymous. The instructions for completion of the questionnaire include explanations of the terms used and their content and methodical specifics in conducting supervision in the practical training in social work.

Analysis of the results from the research in Subscale 4D "Providing supervised students during supervision of an opportunity to demonstrate awareness of their own, and those of their clients/users, thoughts, feelings, actions and behaviour, as well as of willingness for a change and development"

The subscale includes items for identification of the attitudes of the participants in the research towards

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the conducting of supervision in the practical training in social work in the following aspects: contribution of supervision to the increase in supervisee's sensitivity towards their own, as well as their clients'/users', thoughts, feelings, experiences, actions and behaviour and for forming positive attitudes towards supervision and the possibility for it to be also used in the future professional realisation and activity; creation of conditions for acceptance by the supervisee that their inclusion in supervision is an important factor for acceptance of the need to receive assistance in case of emerging problems and dilemmas in the practical training and in the future professional activity; forming a new outlook on the constructive attitude towards the learning and the professional activity based on acquired experience as well as decisiveness in case any corrections in the professional conduct is needed; creation of conditions through regular participation in supervision for acquisition of stable motivation of the supervisee for its use and for an objective assessment of the learning and practical activity. With its complex impact, the factors presented through the given elements have a huge importance for assisting and encouraging learning and the gaining of experience in supervision, using knowledge and skills for emotional and rational approach towards the client and the working relationship, encouraging students to take an active and responsible part in supervision with a view of using its possibilities in their future professional activity, encouraging students' readiness to correct actions and behaviour with a focus on achieving a change, growth and development.

The quantitative and qualitative analysis of empirical data in Subscale 4D of the questionnaire allows the drawing of the following main conclusions:

A. Over the research period 2014 – 2018, high numerical values were registered of shares of responses with positive attitudes in the items from the subscale, which are characterised by distribution within the 77.78% - 95.56% range for responses with a firmly expressed agreement (“I entirely agree”) and with lower values of the hesitantly expresses positive responses (“I’m inclined to agree”), ranging from 4.44% to 20.44% (Table 1; Figure 1). According to the data in the subscale, there are low values of responses representing neutral positions (within the 1.78% - 2.22% range) and a lack of responses with negative attitude in Item D4. The data provided by the quantitative and qualitative analysis allows drawing a conclusion that there is an expressed high degree of firm responses and agreement with statements about positive attitudes resulting in the formation of a stable trend with a positive orientation.

B. The empirical data from Subscale 4D reveal high average numerical values of statements from responses to questions about positive attitudes in all items for the entire research period from 2014 to 2018. The firmly expressed positions (“I entirely agree”) for

the period 2014 – 2016 have a numerical value of 81.70%, the hesitantly expressed positive statements (“I am inclined to agree”) – 16,49%, and neutral opinions – 1,81% (Table 2; Figure 2). The presented positive trend in the respondents' attitudes is built upon and developed in the second research period (2017 – 2018), which reported a considerable increase by approximately four per cent of the value of the share of responses with firmly expressed agreement with statements of positive attitudes (85.92%), a decrease in the value of the tentatively expressed positive statements by about three per cent (13.22%), as well as a reduction in the values of positions with no opinion down to 0.86% (Table 3; Figure 3). The quantitative and qualitative analysis of empirical data reported a positive change in Subscale 4D of the research tool and reveals a marked domination of the firmly expressed agreement with statements of positive attitudes and a stable trend towards an increase in the values of their shares. It is also combined with a reduction in the numerical values of the tentatively expressed positive statements and in the stated neutral positions. This allows making the conclusion that there are certain dynamics revealing a positive development in respondents' attitudes regarding the possibilities of supervision for the formation of an environment with the potential to encourage and develop the emotional and rational aspects of the supervisory working relationship. The results of the quantitative and qualitative analysis of empirical data are supported by the recorded high numerical values of statistical numbers revealing the main trend (Mean, Median and Mode), as well as by the distribution of percentiles (P₂₅; P₅₀ and P₇₅). The statement formulated in the previous paragraph about a noticeable positive trend in respondents' answers is corroborated and it provides an opportunity for drawing a conclusion about a stable positive trend.

C. The quantitative and qualitative analysis of empirical data in Subscale 4D allows for presenting information about an expressed by respondents high degree of agreement with statements with positive attitudes in the following areas:

- contribution of supervision towards increasing the sensitivity of the supervisee towards their own, as well as their clients'/users', thoughts, feelings, experiences, actions and behaviour and for forming positive attitudes towards supervision and the possibility that it may also be used in their future professional realisation and activity (Item D1). For the period 2014 – 2016, a numerical value of 70.29% was recorded for the share of respondents' answers connected with a firmly expressed agreement with statements with positive attitudes (“I entirely agree”) (Table 2; Figure 2). It is combined with values for statements expressing positive attitudes with certain hesitation (“I am inclined to agree”) (26.81%) and for those representing neutral opinions (2.90%). No respondents' answers related to negative attitudes

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have been recorded in the analysed item and the whole subscale. The presented information provides an opportunity for drawing a conclusion about a high level of firmly expressed positions and agreement with the positive attitudes related to them. A characteristic feature of the second period of research (2017 – 2018) is the significant increase by nineteen percent in the numerical value of the relative share of responses which express firm agreement (“I entirely agree”) with statements with positive attitudes (89.65%). There is a significant decrease in the value of the share of hesitantly expressed positive responses (“I am inclined to agree”) (9.20%) and of the value of the share of responses with a neutral opinion (1.15%) (Table 3; Figure 3). The presented quantitative information and the distribution of the numerical values of statements with certain attitudes in the highest points of the positive section of the questionnaire assessment scale is confirmed by the results from the statistical analysis, where high numerical values have been recorded of the values representing the main trend (Mean = 4.75, Median = 5.00 and Mode = 5.00) and the distribution of the percentiles (P₂₅ = 5; P₅₀ = 5 and P₇₅ = 5);

- creation of conditions so that the supervised understands that their inclusion in supervision is an important factor in accepting the need for receiving assistance in case of emerging problems and dilemmas in their practical training and in their future professional activity (Item D2). The relative share of respondents’ answers with a firmly expressed agreement (“I entirely agree”) with statements with positive attitudes in the given item for the period 2014 – 2016 has a relatively high numerical value of 82.61%. The share of responses representing statements connected to positive statements expressed with certain hesitation (“I am inclined to agree”) is 15.22%, while the share of those who have not expressed a definite position is at the low value of 2.17% (Table 2; Figure 2). The outlined positive trend shows a definite decrease in the development over the period of research 2017 – 2018, which is marked by a significant decrease by about twenty percent in the value of the share of responses with a firmly expressed agreement with statements with positive attitudes (“I entirely agree”) (70.11%), an increase in the values of the shares of positive responses expressed with hesitation (“I am inclined to agree”) up to 28.74%, and an almost twofold decrease in the numerical value of responses with an unclear position down to 1.15% (Table 3; Figure 3). With regard to these findings, it is necessary to note that despite the drop in the value of responses with a firmly expressed agreement with statements with positive attitudes during the second period, the total value of the share of answers with positive attitudes shows an increase and forms a total value of 98.85%. Compared with it, the total numerical value of the share of responses connected with positive attitudes over the first period is lower -

97.83%. This reveals certain dynamics in the formation and development of positive attitudes of students towards creation of an environment and conditions in supervision, which help the supervised students to understand that their inclusion in supervision is an important factor for accepting the need for receiving assistance in case of emerging difficulties, problems and dilemmas in their practical training and in their future professional activity. In conjunction with the presented dynamics in the formation and development of the discussed positive trend, the recommendation is to take steps for promoting and motivating the realised and responsible inclusion of students in the supervision of their social work practical training as well as drawing the supervisors’ attention and efforts to providing supportive environment which encourages independence and activity. In confirmation of the distribution of the values of statements with certain types of responses with positive attitudes in the affirmative section of the assessment scale of the questionnaire, the statistical analysis recorded high numerical values of the values representing the main trend (Mean = 4.76, Median = 5.00 and Mode = 5.00) and the distribution of the percentiles (P₂₅ = 5; P₅₀ = 5 and P₇₅ = 5);

- formation on the basis of acquired experience in supervision of a new viewpoint about a constructive attitude towards the learning and the professional activity as well as decisiveness in case of corrections in their professional behaviour (Item D3). The relative share of the answers of the respondents who express a firm agreement (“I entirely agree”) with statements with positive attitudes in the given item for the period 2014 – 2016, has a numerical value of 78.99%, while the share of answers related to the hesitant expression of positive attitudes (“I am inclined to agree”) has a relatively high value of 18.84% (Table 2; Figure 2). The relative share of those who have not expressed an opinion is characterised by a low for the subscale value of 2.17%. No answers with explicit negative positions were recorded. The empirical data and their quantitative and qualitative analysis allow drawing a conclusion about minimal dynamics caused by fluctuations and discrepancies regarding the conditions created during the supervision in practical training for forming constructive attitude towards the training and practical activity and decisiveness in case of need for corrections of behaviour. Over the next period of research (2017 – 2018), the relative share of respondents expressing firm agreement (“I entirely agree”) with statements with positive attitudes increases significantly by about eight percent and reaches a numerical value of 87.35%, the value of the share of hesitantly expressed positive responses (“I am inclined to agree”) decreases down to 11.50%, while there is a minimal increase by 1.02% of the value of the share of responses without an explicit opinion (Table 3; Figure 3). The distribution of the types of

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responses about various types of attitudes in the assessment scale of the research tool reveals the position of the majority of them at high points of the positive sector related to positive attitudes. A confirmation of this are the recorded during the statistical analysis high numerical values of the figures representing the main trend (Mean = 4.78, Median = 5.00 and Mode = 5.00) and the distribution of percentiles ($P_{25} = 5$; $P_{50} = 5$ and $P_{75} = 5$);

- creation of conditions through regular participation in supervision for acquiring stable motivation in the supervisee for its use and for an objective assessment of the learning and practical activity (Item D4). The numerical value of the relative share of respondents' answers introducing firmly expressed agreement ("I entirely agree") with statements with positive attitudes in the given item over the period 2014 – 2016 is the highest in the subscale (94.93%), whereas the share of those expressing positive attitudes with a certain degree of hesitation ("I am inclined to agree") at 5.07% is the lowest in comparison with the other items (Table 2; Figure 2). There are no records in the item of respondents' answers without an expressed opinion or answers with a negative position, which reveals a stable positive trend. In the next stage of the research over the 2017 – 2018 period, this trend is built upon and developed. The empirical data reveal an increase in the share of responses with firmly expressed agreement up to 96.55%, a decrease in the value of hesitantly expressed statements ("I am inclined to agree") down to 3.45% and a lack of respondents who have not expressed an opinion on the matter (Table 3; Figure 3). The high numerical values of the figures representing the main trend (Mean = 4.95, Median = 5.00 and Mode = 5.00) as well as the distribution of percentiles ($P_{25} = 5$; $P_{50} = 5$ и $P_{75} = 5$) can be regarded as confirmation of the presented distribution of values of types of answers with positive direction at the highest points of the affirmative sector of the assessment scale in the research tool.

In their responses in the conducted interview, some of the students present their opinion in a positive aspect and point out the following: e.g., *"The constructive and positive relationship with the supervisor, the assistance provided and the advice and guidelines given during participation in supervision help me to overcome some of my concerns, direct me towards a deeper insight into my own thoughts and experiences and motivate me to use the positive aspects of supervision to gain more knowledge, skills and good experience"*; *"The supervision conducted during the practical training helped me to appreciate not only its significance for my good practical training, but also to look at the profession I am preparing for in a different way and to realise that the job of the social worker involves constant change and development. It helped me to make a better and more real assessment of my activity*

during the practical training". Another group of respondents expressed opinions in which they point out some omissions and imperfections in the supervision conducted during the practical training in social work: e.g., *"At some practical training bases, the time for supervision is short and it does not allow having a more in-depth analysis of thoughts, feelings and experiences which bother me and which are connected with my activity or with the behaviour of some users. In my opinion, the reasons for this are, on the one hand, the heavy workload of the mentor who conducts the supervision and, on the other hand, their ability to predispose us to be more open and to trust"*; *"Supervision in some social services is conducted formally and this does not motivate me to take an active part in it. My view is that if it is realised in a responsible and competent manner, it will help me to correct some of my flaws, to better assess my achievements and to accept it as an important activity as we are taught in the theoretical social work subjects"*.

Respondents' answers which reflect some problems connected with inclusion in practical training supervision may be viewed mainly as a result from: the lack of regulations introduced in social work education and standards of supervision with students which regulate the content, functional, role, organisational, technological and methodological aspects of supervision in the practical training of social work students; lack of master's programmes in social work supervision preparing qualified supervisors of social workers and students, and providing competent experts who can offer quality and efficient supervision.

The main moments of the quantitative and qualitative analysis of the results in Subscale 4D are confirmed by the evidence found in the statistical analysis related to: verification of a statistically significant difference of the mean arithmetic value of the summarized results by subscale, reporting a positive difference between the mean values for Subscale 4D and value 3 (Test Value = 3); statistical values and indicators and their standard deviation; the percentiles, the asymmetry quotient and the established symmetrical normal distribution with the curve moved slightly to the left; the confidence interval of the mean arithmetic value.

Discussion and conclusions

The evidence deduced from the quantitative, qualitative and statistical analysis allows for drawing a conclusion about the positioning of the majority of the values of the shares of the respondents' answers in the highest and related with positive attitudes points of the affirmative part of the assessment scale. The presented information allows confirmation of presence of a stable positive trend in students' attitudes towards the creation of a favourable environment for cooperation between a supervisor and a supervisee, which assists and encourages the

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analysis and self-analysis for a rational and emotional adjustment, acceptance of the need for assistance through supervision, the motivated use of the capabilities of supervision for an objective assessment of the omissions and the achievements in the learning and practical activity. The results obtained through the quantitative and qualitative analysis reveal the presence of enough arguments for drawing the conclusion regarding reaching the goal of the research.

Conclusion

Supervision in the practical training of social work students creates through its organisational and technological framework an environment and provides resources which ensure favourable opportunities for lifelong learning, gaining practical

experience, realisation of a two-way transfer of knowledge and skills from the theory and practice of social work, application of critical analysis and reflection as well as coping with emerging difficulties and problems. An important and equal place in the process plays the formation in supervised students of awareness of their own, and of their clients'/users', thoughts, feelings, experiences, actions, reactions and models of behaviour and the promotion of desire and willingness for achieving a change and professional and personal development. The synthesis of the discussed resulting components accomplished during supervision allows them to focus their activity in practical training on the integration of rational and affective aspects of social work depending on the achieved level of competence and independence.

Table 1. Values of the relative shares of respondents' answers on the Likert's 5-point scale in Subscale 4D: 2014 – 2018

Values of the relative shares of respondents answers
Subscale 4D: 2014 – 2018 (%)

Item	I entirely disagree	I'm inclined to disagree	I have no opinion	I'm inclined to agree	I entirely agree
Item D1	0	0	2.22	20.00	77.78
Item D2	0	0	1.78	20.44	77.78
Item D3	0	0	1.78	16.00	82.22
Item D4	0	0	0	4.44	95.56
Average value	0	0	1.44	15.22	83.34

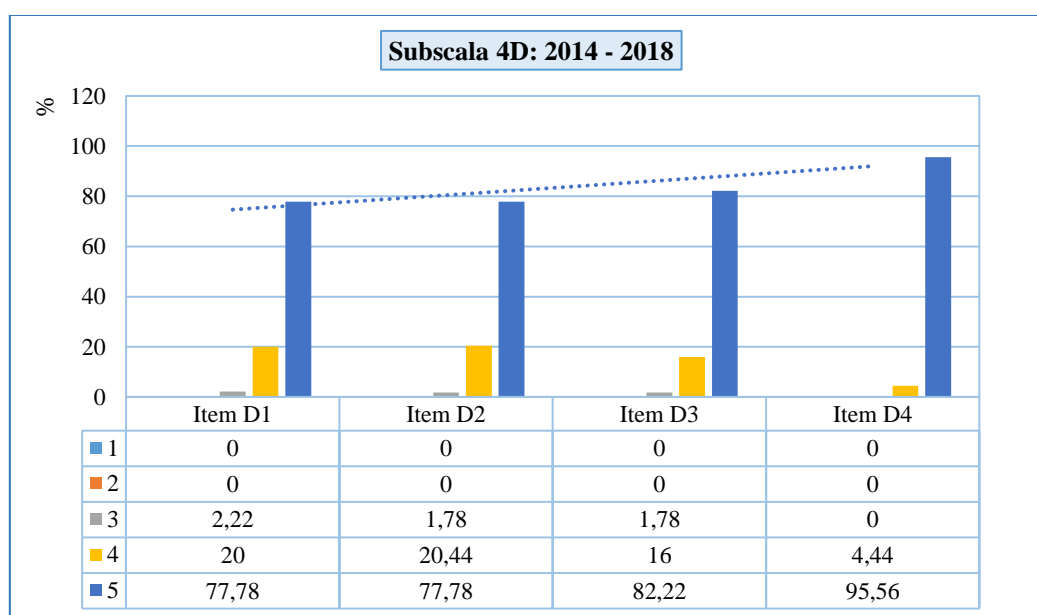


Figure 1. Values of the relative shares of respondents' answers on the Likert's 5-point scale in Subscale 4D: 2014 – 2018

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№	Assessment of respondents' answers on the Likert's 5-point scale	Conditionally designation of the answers
1	I entirely disagree	1
2	I'm inclined to disagree	2
3	I have no opinion	3
4	I'm inclined to agree	4
5	I entirely agree	5

Table 2. Values of the relative shares of respondents' answers on the Likert's 5-point scale in Subscale 4D: 2014 – 2016

Item	Values of the relative shares of respondents answers Subscale 4D: 2014 – 2016 (%)				
	I entirely disagree	I'm inclined to disagree	I have no opinion	I'm inclined to agree	I entirely agree
Item D1	0	0	2.90	26.81	70.29
Item D2	0	0	2.17	15.22	82.61
Item D3	0	0	2.17	18.84	78.99
Item D4	0	0	0	5.07	94.93
Average value	0	0	1.81	16.49	81.70

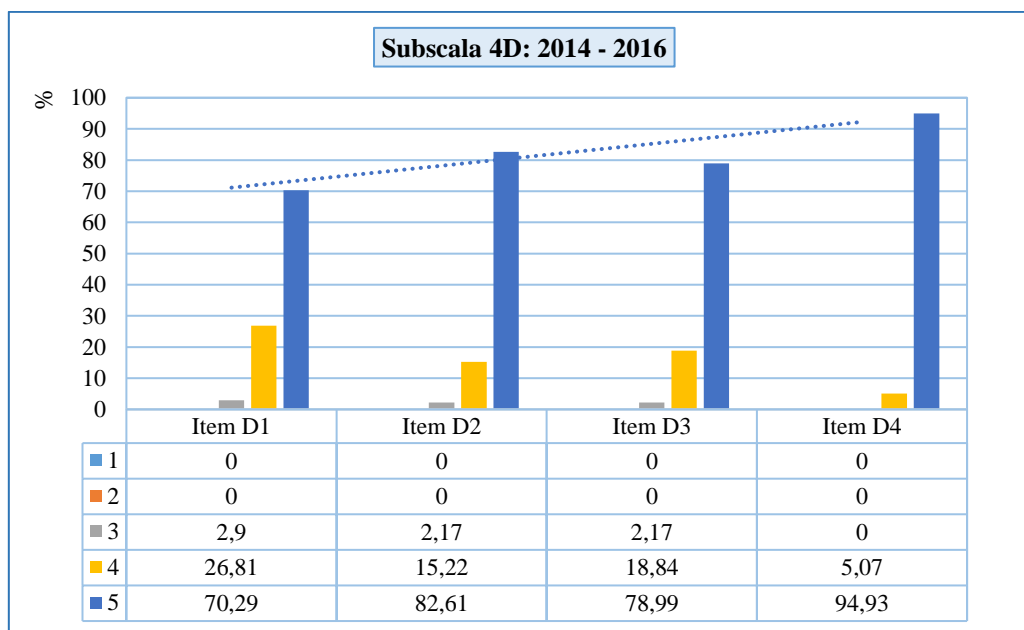


Figure 2. Values of the relative shares of respondents' answers on the Likert's 5-point scale in Subscale 4D 3C: 2014 – 2016

№	Assessment of respondents' answers on the Likert's 5-point scale	Conditionally designation of the answers
1	I entirely disagree	1
2	I'm inclined to disagree	2
3	I have no opinion	3
4	I'm inclined to agree	4
5	I entirely agree	5

Impact Factor:

ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.126	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

Table 3. Values of the relative shares of respondents' answers on the Likert's 5-point scale in Subscale 4D: 2017 – 2018

Values of the relative shares of respondents answers
Subscale 4D: 2017 – 2018 r. (%)

Item	I entirely disagree	I'm inclined to disagree	I have no opinion	I'm inclined to agree	I entirely agree
Item D1	0	0	1.15	9.20	89,65
Item D2	0	0	1.15	28.74	70,11
Item D3	0	0	1.15	11.50	87,35
Item D4	0	0	0	3.45	96,55
Average value	0	0	0.86	13.22	85,92

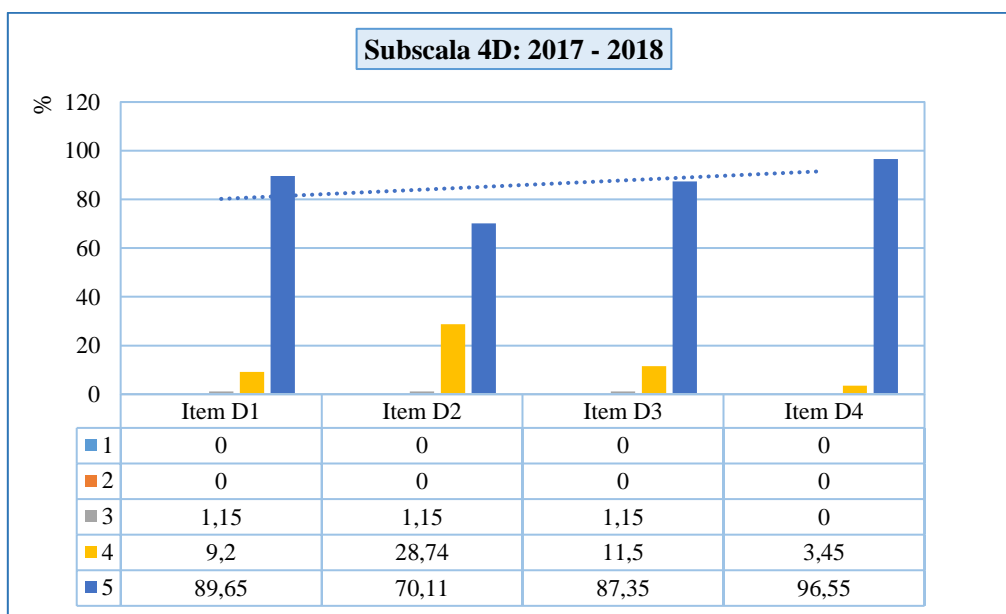


Figure 3. Values of the relative shares of respondents' answers on the Likert's 5-point scale in Subscale 4D: 2017 – 2018

№	Assessment of respondents' answers on the Likert's 5-point scale	Conditionally designation of the answers
1	I entirely disagree	1
2	I'm inclined to disagree	2
3	I have no opinion	3
4	I'm inclined to agree	4
5	I entirely agree	5

Impact Factor:	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.126	PIF (India) = 1.940
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