

## STUDY ON TEACHERS' PERSONAL QUALITIES, SELF-DEVELOPMENT SKILLS

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### ABSTRACT

*The article presents the results of an experimental study on teachers' personal qualities, as well as their self-development abilities. The aim of the study is to find out the peculiarities of lecturers' personal qualities and self-development. Among the lecturers the following personal factors have been found above the average: warmth, rule-consciousness, emotional stability, social boldness, abstractedness, openness to change. And the indicators of self-development are average for lecturers, which shows that lecturers are able to realize their own opportunities, to develop themselves for professional growth. And after the analysis of the questionnaire results, we can conclude that for the Armenian lecturers the actions taken for self-recognition are as follows: self-development, retraining, communication with their colleagues, they prefer to be professional. The lecturers of the psychological weakness considered the following qualities: kindness, sincerity, difficult to accept innovations, lack of language knowledge.*

**Keywords:** Lecturer, personal qualities, self-development, self-knowledge, experimental research, questionnaire.

### INTRODUCTION

Nowadays, there is a great interest in teachers' activities at the university, their experience and the operation of their models. This is evidenced by the majority of psychological research in the field of education management. Modern education requires new approaches and new professional and psychological qualities. The relevance of the topic is by the fact that such researches are still scarce in our country, they do not show the existence of critical professional-psychological qualities of the lecturers working at the university. While implementing current reforms, it is necessary to take into consideration the important professional-psychological qualities of the lecturers. Thus, our goal is to study the personal qualities of the lecturers and their peculiarities.

The personality of the lecturer is the main integral part of the educational process, as there exists a person-to-person relationship. The acmeological studies of the lecturer's

personality (Anisimov, O.S. 2000, Bodalyov, A.A. 1983, Derkach, A.A. 2002, Kuz'min N.V. 1995) provide an opportunity to find out the peculiarities of a person's development, their patterns at the stage of professional maturity, their pursuit on the professional path. Due to all this, we are able to describe theoretically the professional activity of a university teacher/lecturer.

The lecturer, as a subject of professional activity, performs various responsibilities, develops individual ways of performing and organizing the mentioned responsibilities, which is the result of the integration of professional skills and individual features of the specialist. Therefore, the self-analysis and self-development intentions are the main guarantee to succeed as a lecturer. These qualities, first of all, describe the process of dynamic development of the lecturer's personality. The lecturer not only builds their personality, but also chooses productive ways between professional and pedagogical activities. They qualitatively transform themselves, overcome psychological barriers, transform professional expectations, look for their own opportunities and style to develop professional qualities. They also create an individual way of professional development with their own persons.

The following work presupposes not only the possession of professional knowledge and skills, but also the existence of certain psychological qualities in order to carry out the activity with maximum efficiency. In any work process, a person's personal qualities are important, as they have a certain impact on the efficiency of work activities. And nowadays modern imperatives bring new demands on the application of the professional "psychological qualities" of lecturers. Teacher's personality and activity are an integral part of the educational process. The lecturer, like the researcher, must be able to improve the way of understanding the reality and in their own search. Which is reflected on the way of their activity and professional self-development.

Considering the above mentioned, we aimed to study the personal qualities of teachers, as well as the peculiarities of their self-development. Thus, we have found it preferable to use Cattell's personal identity questionnaire. This test reveals the personal characteristics of the lecturers and their mutual agreement on the work process. Cattell's 16 factor questionnaire is a method of individual-psychological assessment of a person. It reveals 16 relatively independent factors characteristic of a person. The questionnaire consists of 105 statements. Each question has three possible options: a /, b /, c /. When answering, the researcher chooses one of them, which more accurately expresses their point of view. The methodology allows to unite the factors according to the blocks: to establish intellectual, emotional, communication and interpersonal relations.

The self-development-self-realization test gives an opportunity to understand what kind of work the lecturers do for the development of their professional direction; whether they are able to realize their own abilities, to develop. The Self-Development Skills Identification Questionnaire gives an opportunity to identify the path of the teacher's self-development, what motivates, what problems teachers face in the work process, as well as their strengths and weaknesses as an education manager.

## **THEORETICAL LITERATURE REVIEW**

Currently, there is a great interest in the activities of teachers' experience and implementation of their models. This is evidenced by most of the psychological research in the education management field. However, such studies are still rare in our country and do not indicate the existence of psychologically-professionally qualified qualities of education managers working at the university. We have taken into consideration lecturers as education managers. For the study of the professional-psychological qualities of the lecturers, we have used the theories of the following authors as theoretical bases: Kamzaba&, T.K. 1968, Makarenko, A.S. 1968, Matyowshkina, S.D. 1977, Kondrat&, M.Y. 1987, Postnikova, M.I. 1993, O'Ishanski, V.B. 1994, Kowzmin, N.V. 1995, Markova, A. 1995, Aminov, N.A. & O'sadcheva, I.I. 2003, Nemov, R'.S. 2005, Smir'nov, S.D. 2005, Er'shova, L.V. 2006, Avdienko, A.G. & Lowsaeva, G.S. 2010, Ilyin, E.P. 2012, Ver'bicki, A.A. 2014, and others.

## **METHODOLOGY**

In accordance with the set goal and objectives, we have developed a research strategy. We have adopted the systemic approach as a methodological basis. Based on the theoretical analysis, we found it expedient to use, expert survey method, testing, questionnaire method, content analysis method. Psychological testing method allows to evaluate certain personal qualities of the subject. The test method belongs to the group of objective psychological research methods. It is a procedure for measuring the characteristics and different characteristics of the person being studied. Presenting itself as an objective tool of psychodiagnosis, a number of requirements are presented to the test, in case of its approval the test can be considered scientifically substantiated. Questionnaires, presented as a group of subjective methods of psychological research, include questions, affirmations, assertions, the results of which are based on self-assessment. Thus, the subject gives information about their personality traits, their own behaviour strategy in different situations. The types of questionnaires are personal questionnaires and forms. One of the types of this method is personal questionnaires, in which the respondent answers the questions with the consent or

disagreement. In the personal questionnaire, "closed" or "open" answers variants are offered. Thus, in the first case, it is suggested to evaluate this or that question, or to choose one of the possible answers, and the second type assumes the possibility of giving free answers. Another type of questionnaire implementation is a question form, which does not directly address the psychological characteristics of the respondent. For the most part, this group includes biographical questionnaires that include open, closed, and semi-closed questions.

Thus, the combination of the information obtained from the application of the test and questionnaire will allow to make a general analysis of the problem on the study.

## RESEARCH RESULTS. RESEARCH PERIOD

80 lecturer-experts from different Armenian universities participated in the experimental research. The survey was conducted from 2021 to March 2022, inclusively.

The results of Cattell's survey on personal issues are shown below.

### Cattell's average test results

Table 1.

	M - average value	$\sigma$ - standard deviation
Warmth	8	2.4
Reasoning	3	1.1
Emotional stability	7	2.1
Dominance	6	2.0
Liveliness	5	1.9
Rule-Consciousness	9	1.9
Social boldness	8	1.5
Sensitivity	7	2.0
Vigilance	5	2.0
Abstractedness	7	1.8
Privateness	6	2.2
Apprehension	6	2.0
Openness to change	8	2.9
Self-Reliance	5	2.3
Perfectionism	7	1.3
Tension	5	2.2
Motivational distortion	7	1.6

The summary of Cattell's test experimental study results of the lecturers' personal characteristics enables to come up to the following conclusion.

As shown in Table 1, the following personal factors were found to be above average among the lecturers: warmth, rule-consciousness, emotional stability, social boldness, abstractedness, openness to change. Cattell's personal factors average and standard deviations are not scattered around the mean. This means that the group is homogeneous (see Table 1).

The high rate of warmth indicates that lecturers establish interpersonal relationships easily. They are more sociable, benevolent, unencumbered. They are active in conflict resolution; they tend to cooperate. They prefer to work with people, get involved in active group activities. They are not afraid of criticism; they remember faces and names well. Average indicators of rule-consciousness indicate that they are responsible, benevolent, followed by sense of duty and responsibility, and follow the general norms. The emotional stability of the lecturers is also high, which speaks about emotional stability, restraint, calmness of the university administrators. They are able to control their emotions and behaviour. They quickly adapt to new conditions. They are emotionally mature, courageous, self-confident, steady in their plans and interests. They are characterized by great emotional stability, they are realistic, they face the demands of reality, they follow behaviour and moral norms rules. They can be distinguished by diligence, stability of interests. They are able to control their emotions and feelings, as well as control their own behaviour. The high value of perfectionism is 7.10, which proves that teachers' behaviour control is quite developed. The indicator of social boldness shows that lecturers tend to take risks, to cooperate with strangers in an unfamiliar environment, sometimes to make non-standard decisions, to demonstrate leadership qualities. Such people are stress-resistant, courageous, fond of extremes, inattentive to details, ignore danger signals, waste a lot of time on conversations. They prefer active contacts, do not lose control, face unexpected difficulties, quickly forget about failures. The index of openness to change speaks about the fact that the lecturers are conservative in the issue of knowledge of rules and principles. Sometimes they can show opposing behaviour towards new ideas, changes. It should be noted that, surprisingly, the reasoning of teachers is low.

The development of a person is very important and at the same time complex process, which includes concepts such as self-recognition and self-development. Self-recognition is the study of a person's personal mental and physical features, self-understanding. Self-awareness starts from childhood and then continues throughout conscious life. It is awareness of your individual self, i.e., to understand who I am, why I live, what I want. Self-development is a process of comprehensive human development, which is expressed by self-study of

something, implementing that knowledge in practice, and all this is done without any external control. According to the indicators of the self-development test, the lecturers received an average of 61 points, which testifies that the lecturers are able to realize their own abilities, to develop themselves for professional growth.

Thus, after analysing the results of the questionnaire, we can say that for Armenian lecturers, the actions taken for self-recognition are as follows: self-analysis comes first in the issue of self-recognition. 11 out of 80 lecturers try to analyse themselves, consider it in-depth analysis, during which they reveal their strengths and weaknesses. 7 out of 80 people considered important to communicate with other people - friends, parents, colleagues, students, married couples, with whom communication allows you to look at your own self from someone else's point of view. 12 out of 80 read psychological books for self-discovery, self-knowledge, which helps to know one's self, to develop and become a professional. To the question "What motivates you during the work?" 12 out of 80 lecturers considered important the result as a motivating factor when the specialist is able to evaluate their own selves and enjoy the desirable result. 12 lecturers considered the salary and material incentive as a motivating factor. 12 mentioned of being appreciated, both among students and colleagues. 7 specialists highlighted the fact of having a good team, good colleagues as the main motivational criterion. 5 specialists used the fact of having an interested, literate student as a motivational factor. It is considered to be a basic competence which should education manager possess. Professionalism was a priority for the lecturers, 80/100 rated it as a possible advancement in their profession. It is interesting that the lecturers mentioned professional-personal qualities together - high professional-personal qualities as 9. 10 people considered important the professional knowledge. 10 lecturers highlighted the ability to manage as an important competence. In modern working relationships, emotional stability has become important, which is considered to be primarily the ability of a competent professional. 10 lecturers considered it necessary. Tolerance was chosen by 5 lecturers. Stress-resistance - Stress-management was chosen by 6 people. Creativity by 5 people. 80 out of 100 lecturers considered professional trainings as a factor of self-development. having continuous trainings within the frames of their profession helps the specialist to be complete and to have up-to-date knowledge. 22 of the lecturers considered important to read professional books, materials, daily magazines, which helps the specialist to be on professional track, to know the latest news, to implement it in professional work. As a strong side, 8 out of 80 lecturers singled out purposefulness as a strong side. The next strong point is patience, which was important for 10 lecturers. Very often in their work process they lack patience. Flexibility as a primary factor in the profession establishment process was singled out by 5 people. What psychological

qualities would you like to obtain? The lecturers singled out the following answers to the question. The primary quality they want to obtain is patience - 10 people. Which proves that sometimes education managers need to be calm in their work, to have a stable mental state. The next important quality that teachers would like to have, is composure in overcoming mistakes, attitudes, and conflict situations of the others. Stress resistance as the main psychological quality was important for 5 people. What are your weaknesses as an education manager? For 10 of the lecturers, kindness was considered a weak point in this issue, which is a hindering circumstance in their work. 9 people considered sincerity as a weakness, which often hinders them in their working relationships. What measures do you take to improve the activity?

The lecturers do the following for the development of the professional path: trainings - 10 people, professional knowledge updating, reading books – 12 people. 8 lecturers considered self-education and self-development important. They try to correct the mistakes. 20 lecturers review and correct their mistakes and find new solutions to them. 8 people have discussions with their superiors. Professional dream for the lecturers is the following: 5 lecturers dream of having a professional title: Head of the Chair, Doctor. 15 lecturers want to be high demand specialists. 6 people want to be a famous specialist.

## **CONCLUSION**

According to the data of the expert research, the Armenian lecturers are distinguished by the following personal qualities: warmth, rule-consciousness, emotional stability, social boldness, abstractedness, openness to change. The lecturers are able to make various contacts, they are guided in their work by honesty, they are brave, and they can take risks. As for emotional stability, we can say that the lecturers are distinguished by their restraint and calmness. They are able to control their emotions and behaviour. They quickly adapt to new conditions. They are emotionally mature, brave, they do not stop dreaming, have self-development, self-recognition in the process of professional development. They tend to be aware of professional development, to participate in trainings, to be informed about the latest developments. They stand out with their competence, strengths and weaknesses. On their way of professionalism, they can sometimes stop, and do not have progress, which indicates that sometimes they do not aspire to have more, they are satisfied with the position they have, and professional knowledge they obtain.

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