The Personal Potential of School Teachers: Primary, Basic and Secondary Education

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Abstract. In the article, personal potential is considered as creativity and productivity in accordance with the ideas of R. B. Kettell. The authors review the existing ideas of personal potential, and its structure. According to the authors, creativity and productivity are one of the essential indicators of personal potential. The article presents an empirical study of the personal potential of teachers of primary, basic and secondary levels of education. The study was carried out using R. B. Kettell’s technique modified by L.N. Sobchik, and method of Personal Orientation Inventory (E. Shostrom), adapted and standardized by N.F. Kalina for Russia. The dynamics of the development of personal potential of teachers at different levels of education is shown. The use of correlation analysis made it possible to identify self-actualization factors associated with high, medium, and low levels of personal potential development.

1. Introduction

A renewing school requires such forms and methods of teaching, the organization of educational activities, the style of interaction between participants in the educational process, in which a graduate of a modern school will master the main competencies, including: responsibility and adaptability; communication skills; creativity and curiosity; critical thinking; collaboration and interaction; statement and solution of a problem; self-development and social responsibility. Achieving this goal involves, first of all, the realization of the personal potential of the teacher in teaching; focus on one’s own competence, creativity.

Speaking about the problem of personal potential, scientists focus on its individual identity and the possibility of purposeful development. This is evidenced by the appeal to this problem by a variety of researchers (G.M. Zarakovsky, D.A. Leontyev, A.A. Vorona, Yu. M. Reznik, V. M. Trofimov, B. A. Klassov, L. I. Ivanko, G. L. Smolyan). However, an understanding of personal potential is far from unambiguous.

In the scientific literature there are various models of personal potential: mathematical (V.M. Trofimov, B.A. Klassov.), Integrative (Yu.M. Reznik.), Social and normative (V.G. Nesterov, L.I. Ivanko ), actualization (G.B. Solntseva, G.L. Smolyan).

2. Background

There are approaches that connect the personal potential with the success of adaptation, which allows us to consider it as a general personal characteristic (K. Bernard, E.P. Ilyin, A.G. Maklakov, C. Madi), but the realization of personal potential goes beyond successful adaptation. Among the actively developing approaches in the mainstream of positive psychology to personal potential can be attributed the approach of K. Peterson and M. Seligman in terms of personal virtues—
character forces and basic virtues [1], as well as the K. Riff approach in terms of psychological well-being [2].

M.S. Alekseenko believes that the structure of personal potential in psychology is determined, firstly, by a person’s abilities, and secondly, by the repertoire of activities as a set of his subjective capabilities and objective conditions for realization, and thirdly, by practical skills of the person (the sphere of application of personal potential) [3]. D. A. Leontiev believes that personal potential is a systematic characteristic based on “the ability of a person to proceed from stable internal criteria and guidelines in his life and maintain stability of semantic orientations and activity efficiency against the background of pressures and changing external conditions” [4].

The analysis of the main general psychological models of the personality structure leads to the conclusion that it is necessary to use the personality model proposed by D.A. Leontiev as the basis for studying the teacher’s personal potential. In accordance with the presented model, the personal potential of the teacher is understood as the integral systemic characteristic of the individual psychological characteristics of the personality of the teacher.

In accordance with this model, the personality structure of the teacher A.A. Kostyleva presented as follows.

The first level consists of the nuclear mechanisms of the personality of the teacher—freedom and responsibility. They form the “core of personality” and are responsible for critical changes in semantic orientations through free choice and reflection. Therefore, psychological work to change the semantic structures of the personality of the teacher is impossible without the development of nuclear mechanisms of the personality [5].

The second level is represented by the semantic sphere of the personality of the teacher. This level is extremely important for understanding how the personal and professional interact in the teacher. Refracting through the semantic sphere of the teacher, the abstract goal of education turns into specific tasks of pedagogical activity, defines the meaning and motives of pedagogical activity, pedagogical attitudes, affects the choice of means and styles of pedagogical activity [5].

The third level is expressive-instrumental. It includes substructures that characterize the teacher’s typical forms or methods of the external manifestation of the personality in professional activity. This level includes professionally important qualities and characteristics of a teacher’s personality that are traditionally studied in pedagogical psychology: pedagogical abilities, professional roles and positions, pedagogical attitudes, pedagogical culture, etc. [5].

As a personal characteristic, the teacher’s personal potential includes the following psychological constructs: personal autonomy (Deci EL, Ryan RM [6]), meaningfulness of life (V. Frankl [7], DA Leontiev [8]), vitality (C Muddy [9]), action orientation (Y. Kul [10]), temporal perspective of a personality (J. Nutten [11], F. Zimbardo [12]), productivity, creativity, stress resistance (R. Kettell [13], L.N. Sobchik [14]).

In Russian psychology, the authors offer the following lists of qualities that reveal the content of personal potential: subject-object orientations (E.Yu. Korzhova), features of activity planning (E.Yu. Mandrikova), semantic structures of the personality of the teacher (B.S. Bratus, M. N. Mironova); adaptability (S.V. Velichko, A.G. Maklakov); the core of the personality, allowing to overcome difficult situations (I.I. Ashmarin); the success and productivity of professional activities (V.N. Kunitsyna, A.K. Markova, E.S. Romanova, G.A. Suvorova).

Thus, personal potential is a certain opportunity, a reserve, which under certain favorable conditions develops and becomes reality. The desire for the most complete realization of potential is a condition for the effective development of personality. In order for the potential to be realized (or manifest), interest, a motive for one or another type of activity is necessary [4].
An analysis of the literature allows us to highlight the main lines for the realization of the personal potential of the teacher in the space of pedagogical interaction: professional teacher behavior, professional actions—organizational, aimed at productive interaction with students, transfer of educational information, assessment and psychological support actions; transmission of the value, emotional and individual range of subjective characteristics of the teacher. The success of the teacher’s personal potential is determined by a number of psychological characteristics, including the development of individual characteristics, psychological structures, as well as the need for self-actualization.

In the course of professional education and the development of a teacher, attention is drawn to the internal means of self-regulation, self-mobilization and self-actualization of him as a person, which is facilitated, above all, by creative activity.

3. Methods and Results

We assume that: teachers at different levels of education may differ in their personal potential; Realization of potential requires creativity, productivity and stress resistance. These provisions of R. Kettell formed the basis of our study.

The purpose of our study—the study of the characteristics of the personal potential of teachers at different levels of education. Sample—100 teachers of primary, basic and secondary education of the Rostov region.

In accordance with the main objectives of the study, an analysis of the individual psychological characteristics of representatives of the three experimental groups was carried out. The results are shown in [Figure 1]. Experimental group 1 was composed of teachers of the primary school, 41 people (41%). Experimental group 2 consisted of teachers of the basic stage of the educational process, 29 people (29%). Experimental group 3 consisted of teachers of the secondary school, 30 people (30%). Were used: 16-factor personality questionnaire R.B. Kettell in the modification of L.N. Sobchik [14]; method of Personal Orientation Inventory (E. Shostrom), adapted and standardized by N.F. Kalina for Russia [15].

To compare the results of 3 independent groups of teachers (a group of teachers of primary, secondary and senior level) and variables (A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, Q4) we used the non-parametric Kruskal-Wallis test. The results obtained allowed us to build a “personality profile” of the teacher for each of the experimental groups identified by us, the image of which makes it possible to trace certain patterns of personality traits of teachers.

![Figure 1. The Personality Profile of Teachers at Different Stages of Schooling.](image-url)
An analysis of the data obtained allows us to conclude that all three experimental groups have a similar profile of the severity of personality traits. There were no significant differences between the variables in the presented groups of teachers. This means that if we compare the profiles of teachers at the primary, secondary and senior levels, they will not differ significantly. An analysis of graphs and tabular data allows us to state that in the structure of personality traits in three experimental groups such properties as a high level of verbal culture and erudition dominate; authority and assertiveness; analytic thinking; experimental ideas; activity and high self-control. Teachers have an aesthetic taste, have a rich imagination, but in assessing the situation they are often practical and realistic. The results obtained may indicate that similar requirements on the part of teachers' professional activities contribute, on the one hand, to the professional selection of people with certain personality traits, and on the other hand, the teacher’s professional development deepens and improves the severity of personality traits.

At the same time, the professional activity of teachers with different age categories of students suggests that some properties become more pronounced, they develop in the process of professional activity, requiring a person to train certain qualities. The ranking of the results on each scale in each group made it possible to identify a certain generalized profile of personal qualities for each experimental group of teachers.

Analysis of the severity of personality factors in the experimental groups of teachers allows us to highlight their specific features.

The following profile of personality traits is characteristic of the experimental group of teachers at the initial stage of the educational process: high indicators by factor A—affectotimia—schizotimia (Σ = 5.731707); factor F—surgensia—desurgensia (Σ = 5.097561); factor G—strength—weakness “Super—I” (Σ = 6.146341); factor H—parmia—tractium (Σ = 6.902439); factor L—alexia—protensia (Σ = 7.341463); factor N—straightforwardness—diplomacy (Σ = 6.609756); factor Q3—self-control—impulsivity (Σ = 6.073171).

The experimental group of teachers of the middle level of the educational process is characterized by: high indicators by factor B—degree of development (Σ = 8.172414); factor E—conformity—dominance (Σ = 6.758621); factor M—praxernia—autia (Σ = 5.137931); factor O—hypotemia—hyperthymia (Σ = 6.724138); factor Q1—conservatism—radicalism (Σ = 7.689655); factor Q4—frustration—non-frustration (Σ = 6.642857).

The experimental group of teachers at the senior level of the educational process is characterized by: high indicators on factor C—emotional stability—instability (Σ = 4.866667); factor I—premium—harria (Σ = 7.200000); factor Q2—self-sufficiency—social stability (Σ = 5.366667).

Based on a comprehensive theoretical analysis of existing approaches to the study of the personal potential of teachers, we consider the level of use of the personal potential of a teacher in accordance with a generalized characteristic of tertiary factors—productivity, creativity, stress resistance [14].

Creativity encourages the teacher to search for innovative approaches in the educational process. The teacher’s creative decisions are based on creativity: with a high level of creativity, he takes various innovative educational systems, actively participates in their formation, development and implementation in pedagogical practice.

By creativity, we mean not only the creation of a new product, new technologies, techniques and techniques, but also the realization of the teacher’s potential capabilities and abilities, his need for self-realization.

We assume that behind the desire to use their personal potential in practice, there may be such personal positions of the teacher as the need for self-actualization; desire to realize their capabilities in leading activities; desire to expand their potentials, a sense of personal and professional growth. In our study, we will also examine the influence of factors of self-actualization on the level of personal potential of teachers of experimental groups.
In [Figure 2] we see a clear advantage for teachers in EG 1. The high level of personal potential in this experimental group is 44%, that is, almost 50% of teachers in the initial stage have a high level of personal potential, in EG 2 it is 37%, and in EG Group 3 showed a high level of personal potential in 23% of subjects.

Figure 2. The Level of Personal Potential of Teachers of Experimental Groups.

To identify significant differences between the level of use of personal potential and personal qualities, we use the procedure for calculating the Kruskal-Wallis criterion [Table 1].

So, significant differences between the low, medium and high levels of use of personal potential are revealed for a number of variables: A, B, F, G, H, I, N, Q2, Q3. The fact of the relationship of the identified variables of the teacher’s personality and the level of personal potential of the experimental groups of teachers becomes obvious.

We consider the personal potential as the capabilities of the personality achieved as a result of the previous development, which ensure the attainment of personally significant and socially valuable achievements in various areas of the personality’s functioning in the future. We assume that there is a certain relationship between personal qualities and the level of personal potential of teachers, and that the desire of a person to self-actualization determines the realization of personal potential.

The correlation analysis conducted by us in the experimental groups (with different levels of personal potential) made it possible to establish the presence of the following relationships between the level of personal potential and psychological qualities that determine the desire for self-actualization of the personality of the teacher.
Table 1. Correlation Between the Level of Personal Potential and Personal Qualities of Teachers.

| Variable | Average value of personal potential | Kruskal-Wallace test value | Significance level |
|----------|-------------------------------------|---------------------------|-------------------|
|          | Low level | Average level | High level |                      |                          |
| A        |            |              |            |                      |                          |
| Warmth - Affectothymia - Sizothymia | 6,560000 | 5,780000 | 4,440000 | 24,82175 | 0,0000(*) |
| B        |            |              |            |                      |                          |
| Reasoning - Lower Scholastic Mental Capacity - Higher Scholastic Mental Capacity | 6,680000 | 8,100000 | 8,680000 | 15,54565 | 0,0004(*) |
| F        |            |              |            |                      |                          |
| Liveliness Desurgency - Surgency | 6,160000 | 4,880000 | 4,160000 | 14,07151 | 0,0009(*) |
| G        |            |              |            |                      |                          |
| Rule-Consciousness - Low Super Ego Strength - High Super Ego Strength | 5,320000 | 5,960000 | 6,720000 | 13,02334 | 0,0015(*) |
| H        |            |              |            |                      |                          |
| Social Boldness - Threctia – Parmia | 6,360000 | 6,580000 | 7,320000 | 7,485973 | 0,0237(*) |
| I        |            |              |            |                      |                          |
| Sensitivity – Harria - Premia | 7,480000 | 7,600000 | 5,480000 | 17,94937 | 0,0001(*) |
| N        |            |              |            |                      |                          |
| Privateness – Artlessness - Shrewdness | 4,920000 | 6,440000 | 6,720000 | 7,643262 | 0,0219(*) |
| Q2       |            |              |            |                      |                          |
| Self-Reliance Group Adherence-Self-Sufficiency | 3,840000 | 5,540000 | 5,960000 | 19,11399 | 0,0001(*) |
| Q3       |            |              |            |                      |                          |
| Perfectionism - Low Integration - High Self-Concept Control | 4,800000 | 6,140000 | 6,480000 | 11,91450 | 0,0026(*) |
| A        |            |              |            |                      |                          |
| Warmth - Affectothymia - Sizothymia | 6,560000 | 5,780000 | 4,440000 | 24,82175 | 0,0000(*) |
Table 2. Correlation Relationships of Factors of Self-Actualization in Experimental Groups of Teachers with Different Levels of Personal Potential.

| Scales                        | Level of personal potential |
|-------------------------------|-----------------------------|
|                               | High level of personal potential |
| Knowledge Requirement         | 0.605 (*)                   |
| The desire for creativity     | 0.531 (*)                   |
| Time Orientation              | 0.511 (*)                   |
| Values                        | 0.506 (*)                   |
| Spontaneity                   | 0.431 (*)                   |
| Communication flexibility     | 0.312 (*)                   |
|                               | The average level of personal potential |
| A look at the nature of man   | 0.345 (*)                   |
| The pursuit of creativity     | 0.404 (*)                   |
| Need for Knowledge            | 0.256 (*)                   |
| Self-understanding            | 0.119 (*)                   |
|                               | Low level of personal potential |
| Need for knowledge            | -0.217 (*)                  |
| The desire for creativity     | -0.210 (*)                  |
| Time Orientation              | 0.364 (*)                   |
| Self-understanding            | -0.169 (*)                  |
| Auto-sympathy                | -0.116 (*)                  |

4. Conclusion/Discussion

The analysis of significant correlations between the levels of personal potential of teachers with the factors of self-actualization revealed the following:

The high level of personal potential in accordance with Table 10 has significant positive correlation with the variable “need for knowledge” (r = 0.805, with r £ 0.05), “desire for creativity” (r = 0.506, with r £ 0.05), “time orientation” (r = 0.511, at r £ 0.05), “values” (r = 0.506, at r £ 0.05), “spontaneity” (r = 0.431, at r £ 0.05) and “flexibility in communication” (r = 0.312, with r £ 0.05). High values on a scale of values reflect the preference by teachers of such values of a self-actualizing personality as truth, kindness, beauty, uniqueness, justice, self-sufficiency.

The average level of development of personal potential in accordance with Table 10 has a positive relationship with the scale of “a look at the nature of man” (r = 0.345, with r £ 0.05), “the desire for creativity” (r = 0.404, with r £ 0.05), “the need for knowledge” (r = 0.256, with r £ 0.05), “self-understanding” (r = 0.119, with r £ 0.05). Thus, teachers with an average level of personal potential development have a positive outlook on human nature. They value trust, honesty and goodwill in people. High indicators on the scale of "self-understanding" indicate the sensitivity and sensitivity of teachers to their desires and needs. They are not inclined to replace their own tastes and assessments with external social standards. This category of teachers is also characterized by a high need for knowledge.

The low level of development of personal potential in accordance with Table 10 has a positive relationship with the time orientation scale (r = 0.364, with r £ 0.05), and negative correlation with the “need for knowledge” scale (r = - 0.217, with r £ 0.05), “desire for creativity” (r = - 0.210, with r £ 0.05), “self-understanding” (r = - 0.169, with r £ 0.05), “autosympathetic” (r = - 0.116, with r £ 0.05). Teachers
with a low level of personal potential are characterized by time orientation, the ability to live in the present. The desire for creativity and the need for knowledge is low. Low values on the scale of self-understanding and autosympathy are characteristic of anxious neurotic individuals, with an increased sense of responsibility, dissatisfied with themselves, focusing on the opinions of others, pessimistic about their prospects. Such educators are characterized by a "loss of personality integrity" with a marked prevalence of motivation to avoid failure and low achievement motivation as well as low self-esteem. As we see, the phenomenon of self-actualization of the personality of teachers really manifested itself differently depending on the level of development of personal potential.

The correlation analysis of the study of the personal potential of teachers and factors of self-actualization of the personality of teachers of experimental groups allowed us to present a generalized personality profile of teachers with a low, medium and high level of personal potential.

1. Teachers with a low level of personal potential are characterized by a high level of sociability (variable A); low intelligence (variable B). Note that with an increase in the level of development of intelligence, the values of the level of use of personal potential increase. Thus, this fact confirms our idea of an inextricable relationship between the level of development of intelligence and the level of use of the personal potential of the teacher. Further, at low values of personal potential, low values of the variable F are observed, which characterizes the degree of restraint and expressiveness of the personality of the teacher; low level of super-ego (variable G); low parmia (variable H), which characterizes timidity, self-doubt, shyness, etc.; low values of the variable I, characterizing practicality, logic, self-confidence, constancy; high values on a straightness scale (variable N); high level of dependence on the group (variable Q2); low values of control of behavior and desires (variable Q3). Teachers with a low level of personal potential are characterized by time orientation, the ability to live in the present moment. The need for self-actualization is low. In addition, low values on the scale of self-understanding and autosympathy indicate anxiety, neurotic personality, with an increased sense of responsibility, dissatisfied with themselves, focusing on the opinions of others, pessimistic about their prospects. It should also be noted that this category of teachers is characterized by a "loss of integrity of the personality" with a noticeable predominance of motivation to avoid failure and low motivation to achieve as well as low self-esteem.

2. Teachers with an average level of personal potential differ in average indicators of a number of variables A, B, F, G, I, H, N, Q2, Q3, characterizing the level of sociability, level of intelligence, degree of restraint and expressiveness, level of super-ego, practicality, logic, self-confidence and straightforwardness, dependence on the group and control of behavior and desires. For educators with an average level of personal potential development, a positive outlook on human nature is characteristic. High indicators on the scale of "self-understanding" indicate the sensitivity and sensitivity of teachers to their desires and needs. They are not inclined to replace their own tastes and assessments with external social standards. This category of teachers is also characterized by a high need for knowledge.

3. Teachers with a high level of personal potential are characterized by low values of sociability (variable A); high level of intelligence (variable B); high values of the variable F, characterizing the degree of restraint and expressiveness of the personality of the teacher; high level of super-ego (variable G); high values of parmia (variable H), which characterizes self-confidence; high values of the variable I, characterizing practicality, consistency, self-confidence; high values on a scale of straightness (variable N); low level of dependence on the group (variable Q2); low values of control of behavior and desires (variable Q3). It is noteworthy that almost all the values of the variables grow along with an increase in the values of the level of personal potential. A high level of personal potential implies that teachers have a desire for the most complete disclosure and realization of their personal potential. This category of teachers strives to realize their abilities, talents, and is characterized by developed intelligence, self-confidence, a tendency to reflection, with a marked predominance of achievement motivation, a
creative attitude to life, the ability to be cognitive, and the ability to adequately express themselves in communication. They are focused on personal communication and are not inclined to resort to falsehood or manipulation. The listed personality traits confirm our assumption that such a personal position of a teacher as the need for self-actualization may be behind the desire to use his personal potential in practice; desire to realize their capabilities in leading activities; desire to expand their potentials, a sense of personal and professional growth.

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