

Integral self-esteem of future teacher's personality

Autoestima integral de la personalidad del futuro docente.

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Contents

- [1. Introduction](#)
 - [2. Materials and methods of research](#)
 - [3. The results of the study](#)
 - [4. Conclusion](#)
- [Bibliographic references](#)

ABSTRACT:

The main task the state and society are facing is the improvement of the system, content and methods of education, preparation of educational standards and ways of assessing achievements, ensuring the high social and economic status of the teachers, who have the ability of critical thinking, finding rational solutions, applying knowledge in practice and discovering new ways of working. At the same time, a student who is going to be a teacher must have all the basic theoretical and practical skills, see the problem of the pedagogical phenomena, understand children, be ready to put himself in the position of a student, have the ability of pedagogical reflection and critical assessment of various planned and spontaneously arising pedagogical situations. The results of the empirical study accomplished by the Fiedler's method of estimated bipolarization are also represented for the purpose of determining a future teacher's self-esteem.

Keywords: integrated self-esteem, estimated bipolarization, interpersonal diagnosis, undergraduate student, master student, pedagogical

RESUMEN:

La principal tarea que enfrentan el estado y la sociedad es la mejora del sistema, el contenido y los métodos de educación, la preparación de estándares educativos y las formas de evaluar los logros, asegurando el alto estatus social y económico de los maestros, que tienen la capacidad de pensar críticamente. , encontrando soluciones racionales, aplicando el conocimiento en la práctica y descubriendo nuevas formas de trabajar. Al mismo tiempo, un estudiante que va a ser profesor debe tener todas las habilidades teóricas y prácticas básicas, ver el problema de los fenómenos pedagógicos, comprender a los niños, estar listo para ponerse en la posición de un estudiante, tener la capacidad de reflexión pedagógica y evaluación crítica de diversas situaciones pedagógicas planificadas y que surgen espontáneamente. Los resultados del estudio empírico realizado por el método de Fiedler de bipolarización estimada también se representan con el propósito de determinar la autoestima de un futuro maestro.

Palabras clave: autoestima integrada, bipolarización estimada, diagnóstico interpersonal, estudiante universitario, estudiante de maestría, pedagógico.

1. Introduction

The translation to a level-education in higher school and implementation of professional standards have led to the change in terms of professional development and socialization in professional societies. They determine the features of new social situations and characterize

the qualitative transformational dynamics of the conditions, where a person's future career takes place.

Of particular interest in this regard is individual and personal assessment of future teachers' (undergraduate students) and young teachers' (master students) potential. They are responsible for the formation of the younger generation, furthermore, teacher's personal and professional qualities affect this process. Future teachers' assessment of the achievements of their students is the integrative characteristic of their personal qualities, that's why it should include not only cognitive and emotional results but the results of regulatory function of creative activity. Moreover, it's interesting how much the self-esteem of the student taking the course "Pedagogical Education" corresponds to the personality of a modern teacher, who is ready to carry out tasks related to the implementation of Federal State Educational Standards at all levels of education, from primary to postgraduate.

2. Materials and methods of research

The methodological basis of the research was theoretical and practice-oriented studies conducted by leading Russian and foreign scientists in the field of psychology and pedagogy on the problem of self-assessment of personal and professional qualities of respondents: E.S. Kuzmina, T. Leary, R. LaForge, O.Yu. Parshakova, R. Suczek, V.E. Semenova, L.N. Sobchik, E.V. Sokolova, F. Fiedler, and others.

In the works on this problem, the authors examine and justify the essence of self-assessment, its content, and structural elements. Self-assessment is defined as personal education, which is directly involved in the regulation of activities, behavior of the individual motivation of learning, socialization in the professional community (Kuzmina, Kuzmina, 2018; Yurlovskaya, 2014; Brel, Sporn, 2012).

Self-assessment is presented as an "axial" structure of a person, actively formed by the person and reflecting the quality of its inner world. The values adopted by an individual form the basis of self-assessment and define it as a mechanism for self-regulation of behavior in the professional community.

P.J. Brel and E.G. Shporin determined that self-esteem is one of the essential conditions through which the individual perceives himself or herself as a person. It develops the need to meet not only the level of requirements of others but also internal self-monitoring and plays a decisive and regulatory role in the development of the personality of a student of the university during his or her professional development as a specialist (Brel, Sporn, 2012).

Analysis of techniques for the study of self-identity has allowed us to focus on the methodology of evaluation of bipolarization by F. Fiedler (1961; 1964).

An individual's capacity for the estimated bipolarization demonstrates the bi-directionality of the relationships: a person tries to isolate himself or herself from the surrounding world by estimating the degree of similarity to himself or herself and, as a consequence, either opposes himself or herself to others (I – not I) or includes them in his or her intrapersonal communication system (I – others I).

Observations show that practitioners, who deal with people (this category includes teachers too), base their activities on the assumption that other people are similar to them and therefore often attribute to them their qualities, denying features that are not peculiar to them themselves. This tendency is particularly found in undergraduate and master students after their first teaching practice.

Persons with higher professional and personal potential differ in the profile, built of the evaluation of preferred and non-preferred qualities of the employee. The more the bipolarity of the estimates (their divergence, polarization) is, the more categorically the individual's judgment about other people gets, the more conservative and emotional his or her estimated stereotypes become. Hence, there is a great propensity for authoritarian methods of leadership and dominance in communication with people, zero tolerance for their shortcomings (Shefer, 2004).

The experiment was conducted in 2017-2018 with the participation of undergraduate

students (50 people) and young teachers – master students (25 people) of the Faculty of Physics and Mathematics of South Ural State Humanitarian Pedagogical University to study their self-esteem using the technology of estimated bipolarization by F. Fidler. Interpretation of the methodology is performed by E.S. Kuzmina and V.E. Semenova (1977).

Respondents were asked to evaluate 20 personality qualities, which were described by adjectives-antonyms used in pairs (strong - weak, hardworking - lazy, good - bad, etc.) (Kuzmina, Semenov, 1977). Evaluation was given on a scale of 1 for not preferred in the representatives of the professional community to 10 for the preferred ones.

3. The results of the study

Indices of negative personification were determined as the indicators of self-esteem and estimated bipolarization. LPC (least preferred co-worker) is the index of the least preferred employee (colleague, student), which is inferior to any quality. ASO (assumed similarity of opposites) is the index of the alleged similarity between opposite images. These indices were the difference between the sums of quality estimates of the preferred and not preferred in teacher's personality. A large group of respondents with ASO-indicators of more than a hundred draws our attention. The number of it was about 50% in this study (mainly master students). Low ASO-indicators were found only in 20% of respondents (mainly for undergraduate students).

Focusing on professional relationship is significantly prevalent only in 28% of master students, while undergraduate students' indicator is about 40%. The professional relationship prevails over interpersonal one in 24% of master students.

The given indicator reaches 34% for undergraduate students. Interpersonal relations are the most significant for 40% of master students, and for undergraduate students, this indicator was 54%. Personal qualities essentially prevail for 8% of master students in an estimation of people, and the same indicator is 4% for undergraduate students.

The difference in the estimation of people by professional (ASO(1)) and personal qualities (ASO(2)) was also considered. Indicators ASO(1) and ASO(2) may show a preference for the respondent of a professional or interpersonal communication situation, that is, if ASO(1) is more than ASO(2), the respondent will be more action-oriented. The ASO(o) indicator reflects the overall average estimate of ASO(1) and ASO(2) (Table 1).

Table 1
The results of the study

Respondents	Indicators			
	LPC	ASO(2)	ASO(1)	ASO(o)
Undergraduate students	Low value – 5 (10 %) Average value – 30 (60 %) High level – 15 (30 %)	Gentleness – 10 (20 %) Poise – 30 (60 %) Rigidity – 10 (20 %) Greater rigidity – 0	Gentleness – 20 (40 %) Poise – 20 (40 %) Rigidity – 10 (20%) Greater rigidity – 0	Gentleness – 15 (30 %) Poise – 20 (40 %) Rigidity – 15 (30 %) Greater rigidity – 0
Master students	Low value – 2 (8 %) Average value – 10 (40 %) High level – 13 (52 %)	Gentleness – 0 (0%) Poise – 15 (60 %) Rigidity – 10 (40 %) Greater rigidity – 0	Gentleness – 0 (0%) Poise – 15 (60 %) Rigidity – 10 (40%) Greater rigidity – 0	Gentleness – 0 (0%) Poise – 15 (60 %) Rigidity – 10 (40 %) Greater rigidity – 0

Average values	average value – 53,3%	poise – 60,0%	poise – 46,7%	poise – 46,7%
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Interpretation of the estimated bipolarization index assumes that the higher the ASO value is, the lower the self-esteem of the respondent is. Close to zero ASO values indicate the adequacy (realism) of the respondent's self-esteem, and with a minus sign – about an overstated self-esteem.

High personal self-esteem was revealed in 16% of master students and in 30% of undergraduate students. Low personal self-esteem is among 20% of master students and 20% of undergraduate students, this indicator is especially pronounced in the 4th year students who have just completed their first pedagogical practice. The self-esteem of the rest of respondents is realistic.

High professional self-esteem is in 12% of master students and in 18% of undergraduate students. Low professional self-esteem is in 24% of master students and in 40% of undergraduate students. The self-esteem of the rest of respondents is realistic.

Too high self-esteem stands out in 8% of undergraduate and master students, both in personal and professional qualities.

The analysis of the questionnaires shows that there was a stable tendency of the low self-esteem of 12% of master students and 26% of undergraduate students, and that, above all, indicates intrapersonal difficulties in professional socialization. Changing the relationship with the teacher-mentor can serve as a way out of the situation. For respondents, the percentage of low professional self-esteem is reduced to zero if they implement the ideas, which were put into the graduation qualification thesis or master's thesis, using educational establishments (centres for practical activity) throughout the school year under the patronage of the master teacher. Networking with educational establishments, including centres for practical activity, is implemented in the South Ural State Humanitarian Pedagogical University and is contributed to the professional socialization of students at all levels of education in the field of study "Pedagogical Education".

The self-esteem of undergraduate and master students was also studied from the position of its manifestation in interpersonal relations and communication. For these purposes, a modified by L.N. Sobchik variant of interpersonal diagnostics of T. Leary, R. LaForge, R. Suczek was used (Sobchik, 1990). This method differs from the original methodic intended for studying the subject's ideas about himself or herself and the ideal "I", as well as studying relationships in small groups, mainly by means of interpretation, by comparison with the data of objective observation. With the help of this methodic, it's easy to identify the prevailing type of relationship to people, manifested in the mutual evaluation and self-esteem and based on the analysis of its own activity.

The methodic represents a structured questionnaire of 128 characteristics-epithets, calculated on the respondents' subjective assessment of their current "I" at the time of the study and the evaluation of the ideal "I".

According to the data obtained, the following most common types of intrapersonal and interpersonal relations can be distinguished.

The dominated-leading type of interpersonal relations is prevalent in 16% of master students and in 6% of undergraduate students. Respondents with this dominated type are characterized by optimism, speed of decisions, high activity, denominated motivation to achieve the goals, increased level of claims, ease and flexibility in decision-making, choice of the most rational and optimal ways of solving problems, focusing mainly on their own opinion and minimal dependence on external factors. Actions and statements can outpace their forethought. This is a "here and now" type of reaction with the desire to lead and bend others to his or her will, exerting an active influence on others, showing their leadership qualities.

The cooperating-conventional type of interpersonal relations is revealed in 20% of undergraduate students and in 16% of master students. This type of relationship is combined with such features as emotional instability, a high level of anxiety and a low level

of aggressiveness. It defines the dependence of self-esteem on the opinion of other important people and identifies the motivation to involvement and group trends, cooperation, as well as the need for an outpouring of friendliness to others, search for recognition in the eyes of the most authoritative personalities of the group, enthusiasm, susceptibility to the emotional mood of the group.

The responsible-generous type of interpersonal interaction is inherent in 30% of undergraduate students and in 24% of master students. This type of relationship is combined with such personal characteristics as a pronounced need in compliance with social norms of behaviour, exaltation of sustaining the beliefs. The way of thinking is a holistic one. This type can be characterized by different social roles, goodwill, readiness for activities that are useful to all people and the need for making a positive impression too. The problem of repressed hostility can cause increased tension.

All of the above types of relationships were not found in the studied group.

In general, the first type of interpersonal relations from the above-mentioned ones is characterized by great independence of opinion, perseverance in upholding their own point of view, and a tendency to dominate.

The other two types represent the opposite picture – the prevalence of conformal attitudes and coherence in contacts with others.

The study of the self-esteem of the undergraduate and master students by Leary's method allowed us to determine the emphasis on their professional and personal traits.

Respondents' answers were analyzed and grouped into certain categories of qualities. The maximum number of points in the self-esteem of the undergraduate and master students is shown in Table 2.

Table 2
The results of the self-esteem study of undergraduate and master students

Respondents	Qualities		
	Inter-subjective	Intra-subjective	Strong-willed
Undergraduate students	<ul style="list-style-type: none"> - friendliness – 50% - need for assistance – 40% - eagerness to do other people's job – 6% - need for trust from others – 40% - propensity for competition – 50% 1. hyper-social settings – 10% 2. compromise behaviour – 8% 	<ul style="list-style-type: none"> - confidence, independence – 10% - sincerity, immediacy – 16% - realism of judgments – 20% - kindheartedness, over-responsibility – 30% - modesty, shyness – 16% - skepticism and unconformity – 16% 	<ul style="list-style-type: none"> - perseverance in achieving goals – 30%
Master students	<ul style="list-style-type: none"> - friendliness – 64% - need for assistance – 48% - eagerness to do other people's job – 48% - need for trust from others – 56% 	<ul style="list-style-type: none"> - confidence, independence – 40% - sincerity, immediacy – 28% - realism of judgments – 28% - kindheartedness, over- 	<ul style="list-style-type: none"> - perseverance in achieving goals – 64%

- propensity for competition – 32%	responsibility – 28%
1. hyper-social settings – 24%	- modesty, shyness – 20%
2. compromise behaviour – 16%	- skepticism and unconformity – 16%

A person's holistic self-esteem consists of images of the relevant "I" and the ideal "I". In this case, he or she is usually perceived by others according to his ideal "I". A person seeks to present all the available qualities in terms of how it should be. "I" is one's own problems that are conscious and taken under control.

Normally, there is no significant discrepancy between the ideal "I" and the real "I". A partial match is a necessary condition for the personality growth and self-improvement. Expressed self-esteem and, in general, a positive assessment of the individual leave a certain dissatisfaction with oneself. In this case, the reaction to the criticism of others is the most adequate, as is typical for a mature adaptive personality. Graduates from the training field "Pedagogical education" can carry out conflict-free opposition to unreasonable forms of authoritarian pressure and promote the implementation of more democratic ways of students' management. According to the results of the study, this group included 24% of all undergraduate students and 48% of master students.

With the coincidence of the real "I" and the ideal "I", which is more often observed among students with the predominance of a dominated-leading style of interpersonal relationships, complete self-satisfaction (self-sufficiency), an overstated self-esteem and a critical attitude to the opinions of others are revealed, which affect correction from outside. In this survey, 12% of master students and 18% of undergraduate students were identified.

A significant discrepancy between the self-esteem of the real "I" and the ideal "I" indicates the existence of a pronounced intrapersonal conflict between how the respondents perceive themselves and what they want to be. At the same time, the conflict will be stronger if the respondents want to be as they are supposed to be (in accordance with the professional standard "Teacher" (2013), than what they want to be. If such a conflict lasts long enough, it leads to a person's neuroticization, the breakdown of normal psychological functions, and in general – to a violation of the person's stability and interest in professional activities.

Comparison of the data obtained by the methods of F. Fiedler and T. Leary and the level of professional competence acquired in the course of pedagogical practice shows that 42% of undergraduate students and 36% of master students have encountered a variety of intrapersonal conflicts. The conversation with the respondents explains these statistics by a high expectation of students from the rating system of assessment (Lapikova, Shefer, Lebedeva, Nosova, 2016; Sokolova, Parshakova, 2016) and not understanding the peculiarities of professional socialization occurring within the framework of pedagogical practice.

4. Conclusion

Thus, our study of the undergraduate and master students' self-esteem revealed the prevalence of estimated stereotypes, inclination toward authoritarian methods of leadership, dominance in communication, orientation to interpersonal relations, inadequacy of self-esteem, a significant discrepancy between self-esteem of the real and ideal "I" that almost testifies to the presence of a pronounced intrapersonal conflict. It is the intrapersonal conflict that negatively affects the achievements of the undergraduate and master students, the planned results of mastering the basic educational program and the formation of the ability and readiness for future professional activity, specified in the competencies.

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[Index]

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