

## THE ROLE OF THE PERSONALITY TRAITS AND MOTIVATION IN MANIFESTATION IN PEDAGOGUES' COMPETENCIES\*

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The article presents the role of personality traits, personal qualities and motivation in the context of formation of the competences of pedagogues. The personality traits and the personal qualities which consider more stable characteristics of the person, as well as motivations which give direction to the person's activity is also the basis for the formation of competencies of the person. The research was carried out by pedagogues from both community and city schools of the Republic of Armenia, with a total of 115 people. Of the data, the results of 99 respondents were valid.

The study used a five-factor personality model, revealed the relationship of personal qualities with motivation. The analysis of the results showed that the main role of the formation and development of the competencies have such personality traits as Openness to experience, Agreeableness, Conscientiousness and Motivation. The motivation is absorbed as a satisfaction of the process and the result of the work, as well as the possibility of the most complete self-realization in this particular activity. The motivation is manifested when the activity of the pedagogue is of paramount importance for the individual.

**Keywords:** *professional competencies, personal traits, motivation, personal qualities*

The modern researcher Guerrero Dante the term of competence explained that it comes from the Latin words *competentia* and *competens*. These terms imply competition, struggle, go hand in hand with someone or something for some purpose. In Spanish the words “*competir*” (compete) and “*competer*” (competitor) express the above expression from the point of view of taking responsibility. From Latin, the term “*compens*” can also be translated as *adequate/suitable*. It is important that the interpretation of the word in different languages is not multifaceted, to avoid further confusion<sup>1</sup>. In Armenian the word of competence is explained as a capability and studied in a field of personality psychology<sup>2</sup>. The term competence has transcultural overtones which is why his multifaceted studies. Evolutionary development of the concept of professional competence is presented in 7 stages<sup>3</sup>:

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\* This work was supported by the Science Committee of RA Research project № \_21T-5A044

<sup>1</sup> Guerrero, Dante, De los Rios, Ignacio, Professional competences: a classification of international models, *Procedia – Social and Behavioral Sciences* 46, 2012, p. 1291

<sup>2</sup> Papoyan V., Galstyan A., Sargsyan D., (2022). Transformation of Professional Psychosocial Competencies in Crisis Conditions: *Bulletin of Yerevan University E: Philosophy, Psychology*, 13(1 (37), p. 52–58. <https://doi.org/10.46991/BYSU:E/2022.13.1.052>

<sup>3</sup> A. Terracciano, A.M. Abdel-Khalek, N. Adam, L. Adamovova and etc., National character does not reflect mean personality trait levels in 49 cultures, *Science*. Author manuscript, available in PMC 2009 p. 96-100, doi: 10.1126/science.1117199

- Greek philosophy;
- Modern philosophy;
- Sociology;
- Job changes around the world;
- Education for work;
- Cognitive psychology;
- Psychology of organization.

In terms of all these stages, professional competencies and skills have undergone special changes at certain stages, such as the professional education stage and the advent of organizational psychology enabled the concept of competence to be considered as a list of tasks, a proportion of attributes, and one integrative whole<sup>4</sup>. The term professional competences in modern approaches most often reflects the employee's ability to perform the functions assigned to the position in accordance with the given standards<sup>5</sup>. Two main approaches to interpretation can be distinguished for professional competencies:

1. A person's ability to function to appropriate standards
2. Personal characteristics that allow him to achieve results at work.

Thus, based on the above-mentioned two approaches, competences can be distinguished by the following types of description: The first can be conventionally called "functional" because it is based on the description of functions and expected results. The second can be called "personal", because it is the personal qualities that ensure work success.

Based on modern developments, American scientists (A. Fischer, J. Neubert, 2015) for example highlighting issues such as characteristics of a person, his identification, self-realization, self-expression and other important issues are more prone to a "personal" approach. They limit the concept of professional competence to personal qualities, abilities, knowledge and apply the following model KSAO<sup>6</sup>:

Knowledge ← - - → Skills ← - - → Abilities ← - - → Other.

The authors themselves believe that Knowledge and Skills are the most easily measurable of these four factors and abilities and Other are hard to measure, because, for example, attitudes are also included in Abilities, while the Other deals with more variable categories, such as the physical condition of a person, behavior, etc. They believe that knowledge and skills are the most easily measurable of these four factors and abilities and other are hard to measure. For example, attitudes are also included in abilities, while the other deals with more variable categories, such as the physical condition of a person.

You can find many similar descriptions of professional competences, which are mainly presented in the following four dimensions<sup>7</sup>:

<sup>4</sup> **Климов Е.А.**, Психология профессионального самоопределения: 4-е изд., стер.-М.: Издательский центр «Академия», 2010, 304с.

<sup>5</sup> **McClelland, D. C.** (1973). Testing for competence rather than for "intelligence." *American Psychologist*, 28(1), 1–14. <https://doi.org/10.1037/h0034092>

<sup>6</sup> **A. Fischer, J. Neubert**, The multiple faces of complex problems: A model of problem solving competency and its implications for training and assessment, *Journal of Dynamic Decision Making*, 2015, p. 2-5, DOI: <https://doi.org/10.11588/jddm.2015.1.23945>

<sup>7</sup> **Nessipbayeva O.** The competencies of the modern teacher, Pre-service and In-service teacher training, 2012, p. 148-154

- Sufficient availability of abilities;
- Sufficient availability of physical or intellectual qualities;
- The ability to do something well or according to the standards;
- Based on experience or learn by yourself.

The requirements for modern education have changed, to make education relevant to the technical developments and changes, through which society passes and for professionals to be able to meet the demands of innovation is paramount considered the review of the competencies of pedagogues. Now pedagogues are subject to new requirements/expectations to build such an educational environment that will contribute to the provision of effective education. Here, such qualities of the pedagogue as the emotional inclusion of the pedagogue and the relevant competencies are highlighted. Recently, such groups of basic competencies are considered primary for pedagogues such as classroom management, instruction, assessment, emotional inclusion, personal competencies (soft skills). These categories can be decisive importance in the process of pedagogue training, contributing to the improvement of pedagogue's competence. Emphasizing the connection between academic success and education with the fact that the combination of knowledge and skills form competencies highlights the role of pedagogues in education reform. Modern knowledge and information about the profession, what kind of education practice and how we can promote the development of professional competencies are important for the advancement of the field<sup>8</sup>.

At present, the relevance of applying such knowledge and skills are key which correspond to the most important values of the given society and are effectively implemented accordingly within society<sup>9</sup>. The work of a pedagogue includes a wide range of functions, such as participation in the creation of educational programs at school, educational supervision to the implementation of the process, consistency and process evaluation, ensuring multilateral cooperation and of course, the evaluation of the results for further improvement. That is why targeted approaches of pedagogues to education are important, because from here the possibility of effective applicability of knowledge and skill in everyday life must still be considered<sup>10</sup>.

Thus, we can note that education should imply a process of continuous development and improvement of competences, based on the creativity and autonomy of the person. The most important factors that have a role in the process of self-realization of a person, which are also important in the process of competence formation, are autonomy, willingness to participate, openness to experience and flexibility<sup>11</sup>.

Professional competencies, which are acquired during education, are cornerstone factors for the quality and competitiveness of further activities. The

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<sup>8</sup> **Maksimovic J., Petrovic J., Osmanovic J.**, Professional competencies of future pedagogues, original scientific paper, 2015, p. 52-66, DOI: 10.17810/2015.05

<sup>9</sup> **Сергеев А.Г.** Компетентность и компетенции: монография Владим. гос. ун-т. – Владимир: Изд-во Владим. гос. ун-та, 2010. – 107 с.

<sup>10</sup> **Huseyin Ates, Ash Saylan**, Investigation of pre-service science teachers' academic self-efficacy and academic motivation toward biology, international journal of high education, N 3, 2015, p. 90-103, doi:10.5430/ijhe.v4n3p90

<sup>11</sup> **Wan Hussin**, 3-D stress management: Surveying the unexpected and mapping the expected, 9<sup>th</sup> International Surveyors Congress, 2007, p. 34-44

main risk associated with the development of a competency model may be too much differentiation of specific competencies and missing the opportunity to understand the whole<sup>12</sup>. The requirement is that a competent pedagogue has common type characteristics and abilities, which will be more than just a set of individual skills. At the highest level, this is a complex process, which initially requires the acquisition of conceptual knowledge, after which he finds only the connection between this knowledge and practical experience. The term competence refers to social and intellectual aspects. It emphasizes a person's striving for self-development and self-realization, which are manifested during a work.

This is how the general competencies of the pedagogue can be considered which include both personal characteristics and social skills, which are necessary for professional and competent work. Recently, the complex approach is also emphasized, which is closer to the knowledge component in a broad sense and emphasizes not only the possession of special pedagogical knowledge, but also personal qualities and professional skills<sup>13</sup>.

So, in this article, we will try to consider the pedagogue as a specialist and observe his personal qualities and characteristics, which are directly manifested during professional activity and reflect the result of this activity.

#### Participants and methods

Participants of study used a sample of 99 pedagogues in different disciplines from different schools from Yerevan and regions of RA. Participants were recruited using snowball sampling based on the researcher's personal network. Data collected via online questionnaire (Google survey).

To carry out the research, non-pointing and questionnaire methods were used, accordingly the following methods were chosen:

#### The "Big five" test

Personality questionnaire examines personality traits primarily within a dispositional or factor approach and derives five main personality factors that include many specific traits. "Big five" personality questionnaire is a quantitative method, with the help of which the degree of expression of five main personality traits were determined. The questionnaire consists of 30 statements, which are rated from 1- 5 scale.

#### **The five main personality traits are:**

1. Extroversion (E) is described by positive emotions, activity, spontaneity. Extroverts are communicative, they like to be among people. They tend to be proactive and practical. The polar opposite of extraversion is introversion. Introverts are relatively less active and sociable. They tend to be more relaxed, less involved in the social world, which does not mean they are depressed or shy.

2. Agreeableness (A) these people tend to be more empathetic and cooperative in relations than distrustful and suspicious. People who score high on this scale are relatively less prone to aggression and anger. And people who score low may put their own interests ahead of other people. They are colder in

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<sup>12</sup> **Linga T. Murthy**, E-Education integrated teacher education and research, international journal of innovative research in advanced engineering, Issue 12, Volume 3, 2016, p. 24-28

<sup>13</sup> **Nick Panares, Ray Butch D. Mahinay, Mala Epra B. Magnaong**, Classroom teachers' 21<sup>st</sup> century skills in the K to 12 basic education curriculum implementations: Basis for policy review to increase NAT scores, ResearchGate, 2021, p. 1-10

character, unfriendly and uncooperative.

3. Conscientiousness (C) in case of high expression of this feature, people is distinguished by internal discipline. They tend to follow a pre-programmed scheme rather than exhibit spontaneous behavior. This factor in the five-factor (multiplier) model affects the ways in which people manage, regulate and direct them imputes.

4. Neuroticism (N) shows how easily and often a person is exposed to stressful influences, otherwise neuroticism is also called emotional instability. People with pronounced neuroticism are more vulnerable in stressful situations. Their negative emotional reactions persist for a long time. At the opposite pole of the trait are people who have a low level of neuroticism. They have less mood swings and negative emotional reactions, are calmer and free of negative emotions. However, being free of negative emotions does not mean that such people have a lot of positive emotions.

5. Openness (Openness to experience) (O) there is much disagreement about the name of this factor. The most commonly use is openness to experience, such people are intellectual, appreciate art, are sensitive to the beautiful. Unlike people who are closed to experience, they are more creative, tend to be aware of their feelings and have non-standard beliefs. People who are close to experience are more traditional have standard thinking and do not like new<sup>14</sup>.

#### Polarized Self-Evaluation of 16 Personality Factors<sup>15</sup>

A polarized self-assessment of the 16 personal factors underlying Big five was also conducted in order to compare with the normative indicators presented to pedagogues. The questionnaire brings out 16 polarized qualities, for which interpretation is made according to the polar expression, without taking into account the qualities shown by the average scores<sup>16</sup>.

#### Questionnaire of studying the motivation of professional activity

The following methodology of K. Zemfir (modified version of A. Rean) brings out external and internal motivation of professional activity. The internal motivation generally manifests itself when activity of the entity is the primary importance for him. If motivation for professional activity is based on the other interests, which are external to the content of the activity itself (for example, social prestige, salary, etc.) then we are talking about external motivation. Thus, the questionnaire consists of 7 statements, the importance of which the participant evaluates on a scale of 1-5 points. As a result, the motivational system of a person is brought out, which represents the relations between types of motivation<sup>17</sup>.

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<sup>14</sup> See the Armenian version of the questionnaire adapted by **Ա. Գրիգորյան, Ա. Մերոբյան, Ն. Խաչատրյան**, Անձի դիսպոզիցիոնալ գծեր և սոցիալ-մշակութային կողմնորոշումներ. հոգեչափողական գործիքների տեղայնացում: Գիտամեթոդական ձեռնարկ. - Եր., ԵՊՀ հրատ., 2021, էջ 43-48:

<sup>15</sup> See Armenian version of the Self-Evaluation adapted by **Ռ. Ստեփանյան, Ա. Գալստյան**, Հոգեդիագնոստիկա: Ուսումնական ձեռնարկ – Եր.: ԵՊՀ հրատ., 2012, էջ 121-128:

<sup>16</sup> **Битянова Н. Р.** Психология личностного роста: практическое пособие по проведению тренинга личностного роста психологов, педагогов, социальных работников. – М.: Международная педагогическая академия, 1995, 4-9 стр.

<sup>17</sup> See the Armenian version of the questionnaire adapted by **Ս. Հովհաննիսյան**, Մասնագիտական կողմնորոշման հիմունքներ (գործնական հոգեբանություն), ուսումնամեթոդական ձեռնարկ, - Եր.:ԵՊՀ հրատ. 2014, 170-172 էջ:

## Results and Discussion

Statistical analyses were performed using IBM SPSS Statistics for windows, version 21.0. Descriptive statistics of the main variables are presented in Table 1. The skewness and kurtosis for all variables were acceptable.

*Table*

**Means and SDs for all the variables in the study.**

Variable	Minimum	Maximum	Mean	Std. Deviation
Neuroticism	1.50	4.67	3.0168	0.73212
Extraversion	1.83	4.67	3.1077	0.59776
Openness	2.00	4.50	3.2020	0.50072
Conscientiousness	2.00	4.67	3.2896	0.48186
Agreeableness	2.50	5.00	3.8636	0.51473
Communicative characteristics	1.00	9.00	6.5584	1.36675
Emotional characteristics	1.00	9.57	7.0606	1.33733
Intellectual characteristics	1.00	10.00	6.9057	1.64478
Intrinsic motivation	2.0	5.0	3.848	0.8732
Extrinsic motivation	1.0	5.0	3.589	0.8218
Extrinsic negative motivation	1.0	5.0	3.237	1.2317

As we can see in the table presented above, the Agreeableness factor has a high average expression among the personality traits measured by the five-factor model, which means that the important characteristics for pedagogues, which are manifested during professional activity, such as, the low level of expression of aggression and anger, the tendency to put the interests of others above one's own interests, cooperative approach, flexibility of response, optimistic approach, trust, etc., as well as the fact that this type of people are more approved by the environment, at the basis for demonstrating professional competencies. Then, as we can see, the expression levels of emotional and intellectual qualities are almost equal, which is extremely important for a person working in the pedagogical field. The high expression of emotional characteristics during the activity of pedagogues can be manifested by such expressions, self-awareness, discipline and self-regulation. These attributes are able to control their impulses, which includes maintaining calm and not overreacting to mistakes, empathy refers to the awareness and consideration of the feelings of others; social skills are essential for emotional intelligence in the work environment. Having effective social skills encompasses all of the attributes. High expression of intellectual characteristics implies the high expression of such factors among pedagogues, which contribute to such important manifestations of professional competencies as, for example:

- An advanced ability to learn and process information rapidly;
- An extreme need for constant mental stimulation;
- A need to understand the world and for it to be logical and fair;
- An ability to relate a broad range of ideas and synthesize commonalities among them;
- An insatiable curiosity, endless questions, inquiries and appreciation for nuance;

- An inborn sensitivity and awareness of life;
- A need to explore some topics in greater depth.

Table showed that the average performance of the interstice motivation was higher among the types of motivation. This can be one of the most important indicators in terms of pedagogues' competencies, which are manifested both in the choice of a profession and in the entire process of education and professional formation. The constituent main elements of intrinsic motivation can be autonomy, purpose, and mastery. Pedagogues are intrinsically motivated when they can act independently, feel that their efforts are important, and gain satisfaction from becoming more skilled. We can also assume that during the pedagogical activity, intrinsic motivation can be contrasted with extrinsic motivation engaging in a behavior to earn external rewards or avoid punishment.

### **Correlation analysis**

A correlation analysis was performed using personality traits, motivation types and personal qualities. Correlation analysis was performed between five factors, personal qualities, and motivation types.

We tested associations between personality traits and types of motivation. Positive bivariate correlations were found between extraversion communicative characteristics ( $r=0.257^*$ ,  $p=0.01$ ), extraversion and intellectual characteristics ( $r=0.353^{**}$ ,  $p<0.001$ ), extraversion and intrinsic motivation ( $r=0.230^*$ ,  $p=0.022$ ), extraversion and extrinsic motivation ( $r=0.241^*$ ,  $p=0.016$ ). Thus, the positive correlation presented above correlation of the extraversion factor and communicative characteristics, intellectual characteristics, and intrinsic motivation among the pedagogues is stated that activity in the person's spontaneity, communication, empathy, social skills, and other manifestations tend to be proactive and practical, which is an integral part of pedagogical activity. It can be assumed that it is as a result of the manifestation and interrelation of these factors that pedagogues form the most popular component of competencies in modern approaches, called soft skills and includes such manifestations, for example, being coachable, effective communication, critical thinking, creativity, problem-solving attitude, management skills, empathy, authenticity, ability to motivate a team, hiring skills, assertiveness, decision-making, observation, experimentation, quick thinking etc.

Also, there were positive bivariate correlations between openness and communicative characteristics ( $r=0.242^*$ ,  $p=0.01$ ), openness and intellectual characteristics ( $r=0.445^{**}$ ,  $p<0.001$ ), openness and intrinsic ( $r=0.327^{**}$ ,  $p=0.001$ ) and extrinsic motivation ( $r=0.335^{**}$ ,  $p=0.001$ ). The positive correlations between the above-mentioned factors prove the significance of such factors and qualities manifested during the formation of pedagogical competencies, such as high intellect, sensitivity, more creativity, non-standard thinking, openness to change, communication, flexible thinking and other skills and abilities that have their own unique influence during the construction, development and promotion of activities in the specified field.

Conscientiousness positively associated with intrinsic motivation ( $r=0.237^*$ ,  $p=0.018$ ); and agreeableness positively associated with intrinsic ( $r=0.313^{**}$ ,  $p=0.002$ ) and extrinsic motivation ( $r=0.343^{**}$ ,  $p=0.001$ ). It's no

coincidence either that the factor correlations of conscientiousness between intrinsic motivation, agreeableness, and intrinsic and extrinsic motivations which imply the ways thanks to which a person manages, regulates and directs further actions. Conscientiousness factor scores also indicate personality about prudence, focusing on activities and pursuing goals. Thus, the positive correlations between the factors presented above are the basis for the necessary competencies during pedagogical activities and contribution to their formation and development. The mentioned factors, being the most stable characteristics of a person, contribute to professional competencies formation, which are manifested in the entire process of choosing a profession and establishing and developing professional activities.

Generalizing the picture of the most stable personal characteristics and motivation underlying the process of the formation of pedagogues' competences, we can state that today the requirements for professional competences can have a guiding role in terms of choosing a person, orientation and taking possible developments into account. Based on their own personal characteristics, pedagogues can develop such competencies, which will contribute to the more effective construction and development of professional activity. Personality traits such as Agreeableness, Conscientiousness, Openness and Communicative characteristics, Intellectual characteristics, as well as Intrinsic motivation are a good basis for the development of competencies in the field of pedagogy.

**ՎԱՐԴՈՒՅԻ ՊԱՊՈՅԱՆ, ԱԼԻՆԱ ԳԱԼՍՏՅԱՆ, ԴԻԱՆԱ ՍԱՐԳՍՅԱՆ, ՄԻԼԵՆԱ ԿԱՐԱՊԵՏՅԱՆ – Անձնային զծերի և դրդապատճառների դերը մանկավարժների կոմպետենցիաների դրսևորումներում** – Հնդվածում ուսումնասիրվում և կարևորվում են անձնային զծերը, անձի որակները և դրդապատճառները, որոնք մանկավարժների կարողունակությունների ձևավորման և զարգացման հիմք են: Անձնային զծերն ու անձի որակները, որոնք բխում են ավելի կայուն անձային բնութագրիչներից, ինչպես նաև դրդապատճառները ոչ միայն մանկավարժի գործունեության, այլև նրա մասնագիտական ունակությունների հիմնարար մասն են:

Հետազոտությունն իրականացվել է ՀՀ ինչպես քաղաքային, այնպես էլ համայնքային դպրոցների 115 մանկավարժների շրջանում: Տվյալներից վալիդության պահանջները բավարարել են 99 հետազոտվողների արդյունքները: Հետազոտության համար օգտագործվել է անձի հինգգործոնային մոդելը անձնային որակների և մոտիվացիայի միջև փոխհարաբերակցությունը պարզելու նպատակով: Արդյունքների վերլուծությունը հավաստում է, որ կարողունակության ձևավորման և զարգացման համար մանկավարժների շրջանում նշանակալի է այնպիսի անձնային որակների դերը, ինչպիսիք են բարյացակամությունը, գիտակցվածությունը, փորձի նկատմամբ բաց լինելը, հաղորդակցման բնութագրերը և ներքին մոտիվացիան: Ներքին մոտիվացիան, ի տարբերություն արտաքինի, ներկայացվում է որպես բավարարվածություն բուն գործընթացից և աշխատանքի արդյունքից, ինչպես նաև դիտարկվում է տվյալ գործունեության մեջ որպես առավել ամբողջական ինքնաիրացման հնարավորություն: Այն դրսևորվում է, երբ մանկավարժի գործունեությունը առաջնային նշանակություն է ունենում անձի համար:



**Բանալի բառեր** – մասնագիտական կոմպետենցիաներ, անձնային գծեր, իրա-  
վաստճաններ, անձնային որակներ

**ВАРДУИ ПАПОЯН, АЛИНА ГАЛСТЯН, ДИАНА САРГСЯН, МИЛЕНА  
КАРАПЕТЯН** – *Роль личностных черт и мотивации в проявлении компетенций педагогов.* – В статье исследованы черты личности, личностные качества и мотивация, лежащие в основе компетенций педагогов, и представлено влияние вышеуказанной деятельности в контексте формирования компетенций педагогов. Черты личности и личностные качества, учитывающие более устойчивые характеристики личности, а также мотивы, лежащие в основе деятельности личности педагога, являются основой формирования профессиональных компетенций личности. Исследования проводились среди педагогов как городских, так и сельских школ РА, общим количеством 115 человек. Из экспериментальных данных валидными были результаты 99 респондентов.

В исследовании использована пятифакторная модель личности, выявлена взаимосвязь личностных качеств с мотивацией. Анализ результатов позволяет предположить, что у педагогов для формирования и развития компетентности значима роль таких личностных качеств, как доброжелательность, добросовестность, открытость к опыту, коммуникативные характеристики и внутренняя мотивация. Внутренняя мотивация, в отличие от внешней, представлена как удовлетворение от самого процесса и результата работы, а также как возможность наиболее полной самореализации именно в данной деятельности. Она проявляется тогда, когда деятельность педагога имеет первостепенное значение для его личности.

**Ключевые слова:** профессиональные компетенции, черты личности, мотивация, личностные качества