

PSYCHODIAGNOSTIC TECHNIQUES TO STUDY UNIVERSITY TEACHER PERSONALITY

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Abstract. Psychodiagnostics is able to penetrate deeply into the inner world of a person, detect intrapersonal problems and contribute to their solution. The study of a person's personality has a special scientific significance due to the fact that it makes it possible to predict psychological and behavioral processes, the consequences of man's activity, his place in society. The authors of the article present the results of their research on the teacher personality, based on the analysis of data obtained during the survey of the respondents of Krasnoyarsk SAU. They used the MSI psychodiagnostic technique (“Questionnaire for determining the sources of motivation”), which was aimed at studying the main sources of human motivation in the plane of the relationship “person-organization”.

Key words: psychodiagnostics, psychodiagnostic techniques, psychological test, personality of the teacher, university, relationship “person-organization”, sources of motivation, motivation card of the employee.

ПСИХОДИАГНОСТИЧЕСКИЕ ТЕХНИКИ В ИССЛЕДОВАНИИ ЛИЧНОСТИ ПРЕПОДАВАТЕЛЯ ВУЗА

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Аннотация. Психодиагностика способна глубоко проникать во внутренний мир человека, обнаруживать внутриличностные проблемы и способствовать их решению. Изучение личности человека имеет особое научное значение в связи с тем, что это дает возможность прогнозировать психологические и поведенческие процессы, последствия деятельности человека, его пребывания в обществе. Авторы статьи представляют результаты своего исследования личности преподавателя, основанные на анализе данных, полученных при опросе респондентов Красноярского ГАУ. В исследовании использовалась психодиагностическая техника MSI («Опросник для определения источников мотивации»), которая направлена на изучение основных источников мотивации человека в плоскости взаимоотношений «человек-организация».

Ключевые слова: психодиагностика, психодиагностические техники, психологический тест, личность преподавателя, ВУЗ, взаимоотношения «человек-организация», источники мотивации, мотивационная карта сотрудника.

One of the natural needs of a person is the need for knowledge, first of all, for self-knowledge. Psychodiagnostics is able to study deeply the inner world of a person, detect personal problems and contribute to their solution.

One of the most common methods in studying a human personality is a psychological test. “A psychological test is essentially an objective and standardized measurement of a behavior sample.” “The test is understood as a specific tool for assessing the psychological qualities of a person. It consists of a set of tasks or questions offered in standard conditions and designed to identify partial types of behavior ” [2].

Individual characteristics of personality, its internal processes, Self-concept, motivation of professional activity are studied in psychology differently. The research of a human personality has a special scientific significance due to the fact that it makes it possible to predict psychological and behavioral processes, the consequences of man’s activity, his place in society. In this article, we investigated the personality of a university teacher using one of the psychodiagnostic techniques – the Motivation Sources Inventory (MSI), the authors of which are John Barbuto and Richard Scholl.

The creators of the questionnaire suggested a model of motivation investigating the relationship “person-organization”, accumulating the approaches of various scientists. In this model, the main sources of motivation are considered as fundamental personal formations. In general, the authors identify five of them:

- intrinsic process motivation (the desire to enjoy the processes of activity);
- instrumental motivation (the desire for external rewards, such as salary, bonuses, etc.);
- self-concept-external motivation (the desire to accept and maintain own traits, competence and values from other individuals or a reference group);
- self-concept-internal motivation (the desire to meet own standards of traits, competence and values);
- goal internalization motivation (the desire to achieve goals corresponding to internalized (become internal) values) [1].

Having the necessary information about the sources of motivation characteristic for the organization, it is possible to make the so-called “motivation card” of the employee and identify all motivation sources of each person (as well as a group of people). Information about the identified needs can be used developing the measures of motivating employees.

The questionnaire consists of 30 statements (in each category – 6 statements), to which it is necessary to give an answer on a seven-point scale: “Complete no”, “No”, “Rather no”, “I don't know”, “Rather yes”, “Yes”, “Complete yes”.

The authors correlated the statements with the sources of motivation as follows:

“The category of intrinsic process motivation includes the following statements: *I like to do only what gives me pleasure. If I don't like what I have to do at work, I quit this job. I often postpone my work if I can do something more interesting* and other statements” [1, 1012].

“The category of instrumental motivation consists of such statements: *The amount of my efforts in the process of work is determined by the requirements of this work. Every hour of work must be paid. I would work more intensively if I was sure that I would get higher payment for my efforts* and others” [1, 1012].

“The category of self-concept-external motivation includes: *It is important for me that others approve of my behavior. I often make a decision based on what others will think. I work hard on a task if its fulfillment is associated with public recognition*, etc.” [1, 1012].

“The category of self-concept-internal motivation contains: *My decisions usually reflect the high standards that I have set for myself. It is important for me to work in an organization that would allow me to use my abilities and experience. I try to achieve that my decisions correspond to my personal standards of behavior*, etc.” [1, 1013].

“The category of goal internalization motivation consists of: *I would not work for a company if I did not agree with its goals. I have to believe in the idea before I start working on its implementation. Until I believe in the idea, I can't really work hard*, etc.” [1, 1013].

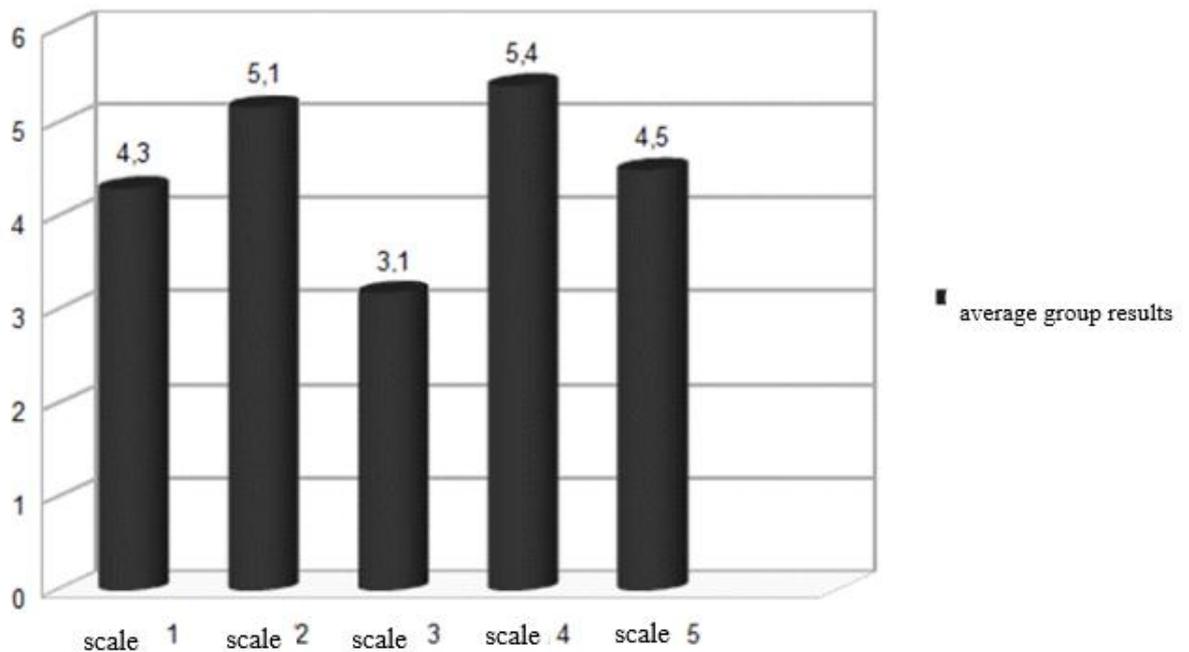
We investigated a few people who are teachers of the same university (Krasnoyarsk State Agrarian University) having scientific degrees and got the following results.

Summary table of testing results

Testee	The results of the study on the scales				
	Intrinsic process motivation	Instrumental motivation	Self-concept-external motivation	Self-concept-internal motivation	Goal internalization motivation
1	3,2	5,2	2,3	5,5	4,3
2	4,5	5,3	3,3	5,5	4,2
3	4,8	4,3	3,2	4,5	3,8

4	4,8	5,7	4,3	6	5,2
5	4,5	6,3	3,7	5	4,3
6	4,2	4,3	2,7	6	4,7
7	3,8	4,7	2,2	5,3	4,7
Average group results	4,3	5,1	3,1	5,4	4,5

Average group results



Average group results. Bar chart (histogram)

According to the obtained average results for the group:

- The self-concept-internal motivation dominates: the desire to meet own standards of traits, competence and values. It is important for respondents to work in an organization that allows them to use their abilities and experience. They try to achieve that their decisions correspond to their personal standards of behavior. Employees know how to motivate themselves. They like to do things that give a feeling of personal achievement. It is important for them to know that their contribution is a contribution to the success of the organization.

- In second place is the category of instrumental motivation: the desire for external rewards, such as salaries, bonuses, etc. The material aspect for employees of this organization is an important aspect. When choosing a job, they stop at the one that is paid more. The intensity of their work also depends on the amount of external rewards.

- In third place is the category of goal internalization motivation: the desire to achieve goals corresponding to the internalized (become internal) values. It is important for respondents to believe in an idea before starting to work on its implementation. They need the company to support their beliefs and values. According to the employees, for greater efficiency in the work, the company's goals should coincide with their values.

- Below is the intrinsic process motivation category: the desire to get pleasure and enjoyment from the processes of activity. The majority of respondents, regardless of whether they enjoy their work or not, do it, even if they do not like any aspect of it. And here the respondents' profession leaves its mark - teachers have a sense of responsibility and diligence.

- The category of self-concept-external motivation received the least significance in terms of the average group value: the desire to accept and maintain own traits, competence and values from other

individuals or a reference group. For the respondents, the opinion of third-party people is not important. It is unusual for them to make a decision based on what others will think. The majority of respondents do not make efforts to attract the attention of influential people of this organization. Thus, we can say that they are characterized by assertive behavior (assertiveness is a person's ability not to depend on external influences and assessments, the ability to independently regulate their own behavior and be responsible for it).

What recommendations can we give to the administration of the organization where our respondents work? Firstly, they would try to focus on the abilities and personal experience of employees, emphasize that they contribute to the success of the organization (expressed "Self-concept-internal motivation"). Secondly, it is necessary to stimulate the employees as often as possible: monetary rewards, bonuses, an increase in hourly wages, maintaining workload, etc. ("Instrumental motivation"). People tend to work more intensively if they are sure that their work will be adequately paid. However, it is necessary to motivate not only materially, but also immaterially. This may be personal public praise (it is important for respondents that other people approve their behavior), future prospects (a feeling of personal achievement), free training or advanced training, congratulations on significant dates, convenient work schedule, support in the implementation of projects, etc. External motivation is important for the employees of this organization also because most of the respondents mainly motivate themselves, but in order to increase the efficiency of work, not only internal, but also external motivation is necessary. This contributes to the development of such a source of motivation as "Intrinsic process". While the employees are doing the work according to the principle: "Need to." But in order pleasure and enjoyment from the processes of activity appear, it is necessary to form an interest in the work being done (to the statements: *"If I don't like what I have to do at work, I quit this job. I often postpone work if I can do something more interesting. When I choose a job, I stop at the one that seems to me the most interesting"* in most cases, the answer was given: "No"). The unexpressed "Self-concept-external motivation" contributes to the formation of assertiveness – the ability to independently regulate the behavior and be responsible for it, regardless of assessments and influence of other people, and this is a positive moment for the organization.

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