



# The Manifestation of Teachers' Management Styles and Personal Characteristics In Pedagogical Activities

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**Abstract:** This article presents the results of a study of management styles (authoritarian, democratic, liberal) and personal characteristics of teachers, their gender differences and their relationship with various psychological factors. In order to evaluate teachers' management methods and their impact on the educational process, the study concluded that teachers' personal characteristics and work experience were related to their management methods, and significant correlations were found between various factors of the Kettell personality test. The article presents an analysis of these relationships.

**Keywords:** Teacher's Leadership Style, Authoritarian, Democratic, Liberal Management, Personal Characteristics, Gender Differences, Psychological Factors, R. Kettell Personality Test, Correlation, Pedagogical Activity, Educational Process, Personal And Social Factors.

## Introduction

In global research in the field of social-pedagogical psychology, studies are being conducted on the comprehensive approach to the education system, the main aspects of educational theory, the nature of the educational process, how the components of the educational process are analyzed, and the teacher's personality, professional skills, abilities, management styles, and teacher-student interactions. In this regard, the modernization of the education system, defining the priority directions of teacher activity, and improving the social-psychological foundations of teacher-student cooperation in enhancing the quality of education have become pressing issues for research.

## Relevance of the Topic

In recent years, in our country, according to the idea of "...kindergarten educators, school teachers, university professors, and scientific-creative intellectuals are the four pillars of the Third Renaissance we are striving for today" (from the speech of the

President of the Republic of Uzbekistan, Shavkat Mirziyoyev, on the Teacher and Mentor Day, September 29, 2021), strategic tasks have been set for educational reforms, including training competitive, motivated, and specialized teachers while preserving national values, and legal frameworks are being created. Specifically, Article 52 of the new Constitution, adopted through a referendum on April 30, 2023, states: "The labor of a teacher in the Republic of Uzbekistan is recognized as the foundation for the development of society and the state, the formation and education of a healthy and harmonious generation, and the preservation and enrichment of the spiritual and cultural potential of the people. The state protects the honor and dignity of teachers, cares for their social and material well-being, and supports their professional growth." This highlights the importance of revisiting the teacher-student relationship, the teacher's management style, and addressing contemporary requirements, democratic principles, and interpersonal relationships, which can form a solid foundation for finding new theoretical solutions to deepen scientific research in the psychology of interpersonal relations and the psychology of cooperation.

## Methodology

### A Brief Analysis of Scientific Research on the Topic

In schools, the central figures are two: the teacher and the student. Their interactions in the school environment, as well as in extracurricular activities, are considered one of the most important means of developing the child's personality.

K.D. Ushinsky discusses the necessity of developing an educational system that "revitalizes both the teacher and the student equally." He considers the "teaching image" to be one of the key conditions for this system. This system should force the student to simultaneously listen and think (Ushinsky, 1974). K.D. Ushinsky viewed the main principles of pedagogy, particularly the teacher's role not only in imparting knowledge but also in shaping the personality of children, as essential. This idea is even more significant in modern education, where the teacher is not only a provider of knowledge but also a mentor who guides students toward personal development, helps them think independently, and supports their self-awareness (Asadov, 2007), (Bodalev et al, 1992), (Viatkin, 1992). Thus, the teacher's role is aimed at shaping various competencies in the educational process. Research on pedagogical methods and social-psychological changes in management by leading international psychologists and educators has focused on studying teacher activity management and pedagogical approaches. For example, the social-psychological management theory presented by K.L. Lewin, R. Lippitt, and R. White (Andreeva et al, 2002), emphasizes how teachers apply management methods in a group environment and take students' personal characteristics into account.

These methods help optimize both the teacher's personal and professional traits. Researchers like (Shakurav, 2002) Shakur and Andreeva, who study the application of psychological and pedagogical methods, highlight the importance of studying management and teacher relationship styles, pointing out the social-psychological components of pedagogical activity. They aim to strengthen effective communication and

interaction between teachers and students. A. A. Rean and Ya.L. Kolominsky (Markova, 1990) studied the teacher's pedagogical communication method and examined how communication between the teacher and student affects the educational process. To ensure the effective functioning of this method, teachers must adopt strategies for proper behavior and provide support to students.

Researchers A.K. Markova and A.Ya. Nikonova (Markova, 1990), who investigated personal pedagogical activity and the teacher's personality, examined the teacher's individual style. They analyze the opportunities for successful student upbringing through the teacher's personal characteristics and pedagogical methods. The teacher's personality plays a significant role in the educational process, as their methods influence the student's approach to education and the results. The study of the interrelationship between pedagogical activity and personal characteristics, as explored by A.K. Markova and other researchers, is of great importance in shaping personal pedagogical approaches. (Elkonin, 2001) Elkonin and Vygotsky (Azarov, 2004), in their research on the psychological components of the educational process, studied how the teacher's interactions, relationships with students, and thinking methods change. Their works highlight the psychological components of the educational process and the teacher's role and methods in the development of students. The overall result of these studies shows that the teacher's activity style not only impacts the teaching process but also significantly affects the student's personal development. Modern pedagogy emphasizes the necessity of preparing teachers not only for transmitting knowledge but also for providing social, emotional, and psychological support to students in order to ensure high-quality education. Additionally, teachers must continually adapt their pedagogical methods, apply new educational innovations, and continue their personal development.

Moreover, in Uzbekistan, many studies have also been conducted in this area, with scholars such as M.G. Davletshin (1999), E.G. Goziev (1997, 2002), R.Z. Gaynutdinov (1995), V.M. Karimova (1998), Z.T. Nishonova (2002), A.G. Rakhmonov (2001), E.Z. Usmonova (2000), Sh.A. Eshmetov (2005), A. Jabborov (1999), T.M. Adizova (1986), Rasulov A.I. (2001), and their students paying significant attention to the problem of training pedagogical staff. Their research covers teacher training (Gajnutdinov, 1995), the personal characteristics and abilities of teachers (Davletshin 1999), the unique characteristics and dynamics of collaborative teacher-student activities (Karimova, 2002), the ability of teachers to diagnose students during the educational process (Rasulov, 2001), mentor-mentee relationships (Eshmetov, 2005), and other aspects.

### **Scientific novelty of the article**

The scientific novelty of the research lies in the empirical analysis of the interrelationship between teachers' management styles and personal characteristics. A distinctive feature of the study is the use of the personal characteristic factors from the R. Cattell test to explore the connections between various factors of management styles. Furthermore, by focusing on gender differences, the study analyzes the relationships

between the management styles and personal characteristics of male and female teachers. The research also discusses the manifestation of management styles in pedagogical activity and the interactions between teachers' emotional and cognitive readiness. The results of this study will help develop practical approaches for selecting management styles based on teachers' personal characteristics and contribute to making management in education more effective.

## Result and Discussion

### Objective of the research.

The objective of this research is to empirically analyze the relationship between teachers' management styles and their personal characteristics. There is a need for a deeper understanding of the impact of management styles on students in the educational system, as well as how teachers' personal characteristics, such as their emotional and cognitive readiness, manifest in pedagogical activity.

The object of the research is the process of the manifestation of the relationship between the teaching activity of secondary school teachers and their management styles with personal characteristics. A total of 379 teachers participated in our research, including 101 male and 278 female teachers.

Empirical findings and discussion. The research identified the interrelationships between teachers' management styles (authoritarian, democratic, liberal) and their personal characteristics, especially how these relate to gender differences and various psychological factors. The study focused on examining teachers' management styles in detail, evaluating their key characteristics in pedagogical activities, and how these characteristics influence the educational process. Among the research methodologies we employed, significant correlation relationships were identified between activity and management styles, as well as between R. Cattell's personal characteristics, gender, and years of experience. In this article, we present the analysis of the interrelationships identified between the factors of the R. Cattell test. The results obtained are reflected in.

Correlations with the emotional-preparedness style: A negative correlation ( $r = -0.254^*$ ;  $p \leq 0.05$ ) was found between the emotional-preparedness style and the M factor (practicality-imaginativeness), and a positive correlation ( $r = 0.251^*$ ;  $p \leq 0.05$ ) was found between the emotional-preparedness style and the Q2 factor. This suggests that the more emotionally-prepared the teaching style is—where teachers tend to select more interesting material for themselves, leaving less engaging material (even if important) for students' independent work, and primarily relying on stronger students—the higher the teachers' adherence to existing rules, conscientiousness in their work, attention to both general norms and minor details, as well as their independence, ability to make decisions without relying on others' opinions, and the avoidance of always seeking superiority.

**Table 1.** Intercorrelation relationships between personal characteristics (according to R. Cattell) and activity and management styles based on gender.

Activity and Management Styles	Male Teachers (n = 101)	Female Teachers (n = 278)
motional unpreparedness style	-	Q1, 0,353*
Emotional planned style	A, 0,460*	Dem, 0,264*
Cognitive unpreparedness style	N, -0,480*, O, 0,462*	-
Cognitive planned style	C, -0,538*	-
Authoritarian style	I, -0,467*	-
Liberal style	Dem, 0,458**	I, 0,267*
Democratic style	-	Q4, 0,343*
Note:	*p≤0.05; r=0,433÷600 ** p≤0.01; r=0,601÷1,00	*p≤0.05; r=0,264÷0.350 ** p≤0,01; r=0,351÷1,00

**Emotional Planned Style.** The emotional planned style has shown a positive correlation with the democratic management style and a negative correlation with the I (cruelty-softheartedness) factor. This indicates that in an emotional planned style, the teacher applies collaboration and consultation, cares for students, trusts them, supports their initiatives, encourages, convinces, and uses persuasive methods. The teacher also takes students' opinions into consideration ( $r = 0.264^*$ ;  $p \leq 0.05$ ). On the other hand, this style also suggests that the teacher can be self-confident, brave, thoughtful, and sometimes have a rough attitude towards others ( $r = -0.245^*$ ;  $p \leq 0.05$ ).

**Authoritarian Style.** The authoritarian style was found to have a positive correlation with the I (cruelty-softheartedness) and Q4 (weakness-frustration) factors. The expression of leadership qualities in a teacher, the ability to control students' actions, demandingness, the tendency to influence by force, striving for goals with egoism, and indifference towards students' questions, the higher these traits are, the more influential the teacher becomes ( $r = 0.269^*$ ;  $p \leq 0.05$ ). Moreover, a teacher with these traits may also exhibit higher levels of anxiety, emotional instability, and anger ( $r = 0.249^*$ ;  $p \leq 0.05$ ).

**Liberal Style.** The liberal style was found to be correlated with F (thoughtfulness-expressiveness), I (cruelty-softheartedness), and Q3 (high self-control-low self-control) factors. The more unstable the teacher's willingness to work with students, the less they can set tasks correctly or collaborate with students, and the more they lack self-confidence, demandingness, and responsibility, the higher the impulsivity when criticizing students' shortcomings. This results in easier thinking, distant communication ( $r = 0.298^*$ ;  $p \leq 0.05$ ), and poor self-control, inadequate patience, and inability to organize order in the time and work process ( $r = -0.236^*$ ;  $p \leq 0.05$ ).

**Democratic Style.** The democratic style showed negative correlations with MD (self-esteem), L (trust-skepticism) factors, and O (self-confidence-guilt proneness), and positive correlations with B (intellect), F (thoughtfulness-expressiveness), and Q1 (rigidity-flexibility) factors. This suggests that democratic style teachers are often unable to



correctly assess their own abilities ( $r = 0.245^*$ ;  $p \leq 0.05$ ), tend to see everyone as good and kind, are open-minded ( $r = -0.258^*$ ;  $p \leq 0.05$ ), and at the same time, they trust their own success and are attentive to events and situations ( $r = -0.275^*$ ;  $p \leq 0.05$ ). Furthermore, these teachers are generally more intelligent, knowledgeable, and insightful ( $r = 0.247^*$ ;  $p \leq 0.05$ ).

MD (Self-Assessment) Factor. The MD (Self-Assessment) factor showed a positive correlation with the A (Closed-Communicative), E (Obedient-Independent), L (Trusting-Skeptical), M (Practical-Dreamy), and N (Natural Simplicity-Diplomacy) factors, and a negative correlation with the O (Self-Confidence-Guilt-Prone) and Q3 (Self-Control) factors. This suggests that the higher the self-assessment of teachers, the more communicative they are ( $r = 0.259^*$ ;  $p \leq 0.05$ ), the more they tend to strive for superiority, independence, and disregard social conditions ( $r = 0.231^*$ ;  $p \leq 0.05$ ), the stronger they are, unwilling to accept aggression, and more persistent ( $r = 0.258^*$ ;  $p \leq 0.05$ ). Additionally, they exhibit traits of skepticism ( $r = 0.245^*$ ;  $p \leq 0.05$ ), practicality ( $r = 0.255^*$ ;  $p \leq 0.05$ ), principled behavior, emotional intensity, formalism ( $r = 0.377^{**}$ ;  $p \leq 0.01$ ), and self-confidence ( $r = -0.384^{**}$ ;  $p \leq 0.01$ ). Furthermore, individuals who rate themselves highly tend to show a lack of adherence to rules, often engage in risky actions without sufficient thought ( $r = -0.303^{**}$ ;  $p \leq 0.01$ ).

## Conclusion

The results of our research, based on K. Markova and A.Ya. Nikonova's "Teacher Activity Style Study" methodology, "Self-Management Style Identification" methodology, and R. Cattell's personality questionnaire, show that the activity styles of general secondary school teachers vary according to their personal characteristics, gender, and work experience. Teachers in general secondary schools exhibited traits such as communicativeness (A), perseverance, willpower (G), resistance to psychological shocks (H), emotional stability, and rigidity (I), as well as good organization of their emotions and actions, planning and systematic work (Q3).

Male teachers, at first, are action-oriented and energetic (Q4), but as their work experience increases, they become more indifferent to their desires and wishes, less inclined to novelty, and more emotionally stable. They also develop qualities such as the ability to control their emotions (C), caution (L), richness of imaginative thinking, serenity, and businesslike behavior (M), and they are more independent and persistent (Q2), as well as organized (Q3) than female teachers.

Female teachers, on the other hand, differ in higher levels of logical and abstract thinking (B), striving for superiority, independence, and self-confidence (E). Male teachers are more communicative (A), resistant to psychological shocks, indifferent to threats, more persistent (H), cautious (L), imaginative, dream-oriented (M), planned (N), and independent (Q2). The results of the research demonstrate that the activity styles of general secondary school teachers differ according to their personal characteristics, gender, and work experience. Teachers exhibit a variety of personal traits such as

communicativeness, perseverance, emotional stability, and systematic working skills, which influence their pedagogical activities.

Male teachers tend to demonstrate more activity, industriousness, and independence in their work, but as their work experience increases, they show less interest in new ideas and changes. They also exhibit emotional stability, caution, and creativity, and they have high scores in controlling their emotions.

Female teachers, on the other hand, are characterized by more logical and abstract thinking, striving for superiority, and self-confidence. Their activity style tends to be more independent and persistent, and they are good at organizing their emotions and actions. Female teachers also stand out for being open to change and having a higher level of self-awareness.

In general, there are differences between teachers based on gender and work experience, and these differences influence their pedagogical styles and approaches to students. The results of this research highlight the importance of considering teachers' personal characteristics in the educational process. This, in turn, can help improve the pedagogical effectiveness of teachers and enhance the quality of education.

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