



RESEARCH METHODOLOGY OF PERSONAL AND PROFESSIONAL QUALITIES OF THE TEACHER'S VALUE-MOTIVATIONAL CONFLICT

METODOLOGIA DE PESQUISA DAS QUALIDADES PESSOAIS E PROFISSIONAIS DO CONFLITO VALOR-MOTIVACIONAL DO PROFESSOR

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ABSTRACT

Objective: This study explores the value-motivational conflicts among higher education teachers, focusing on the personal and professional determinants that influence these conflicts.

Methods: Utilizing a comprehensive review of psychological and pedagogical literature, this research delineates the concept of value-motivational conflict, its definition, and essential features. The study identifies stable relationships between values and motives within the value-motivational sphere of higher education teachers, categorizes the types and levels of conflicts, and investigates the determinants influencing these conflicts.

Results: The findings highlight the significant role of both personal and professional factors in shaping the value-motivational conflicts experienced by teachers. It emphasizes the need for a deeper understanding of these conflicts to enhance the effectiveness of educational processes.

Conclusion: The research contributes to the theoretical framework of pedagogical psychology by deepening the understanding of intrapersonal conflicts' structure and types within the teaching profession. It underscores the necessity of addressing these conflicts to improve teachers' professional functioning and well-being.

Keywords: Value-motivational conflict, higher education teachers, pedagogical psychology, intrapersonal conflict, educational effectiveness.





RESUMO

Objetivo: Este estudo explora os conflitos valor-motivacionais entre professores do ensino superior, focando nos determinantes pessoais e profissionais que influenciam esses conflitos.

Métodos: Utilizando uma revisão abrangente da literatura psicológica e pedagógica, esta pesquisa delinea o conceito de conflito valor-motivacional, sua definição e características essenciais. O estudo identifica relações estáveis entre valores e motivos dentro da esfera valor-motivacional de professores do ensino superior, categoriza os tipos e níveis de conflitos e investiga os determinantes que influenciam esses conflitos.

Resultados: Os achados destacam o papel significativo dos fatores pessoais e profissionais na formação dos conflitos valor-motivacionais experimentados pelos professores. Enfatiza a necessidade de uma compreensão mais profunda desses conflitos para aumentar a eficácia dos processos educacionais.

Conclusão: A pesquisa contribui para o arcabouço teórico da psicologia pedagógica ao aprofundar o entendimento da estrutura e tipos de conflitos intrapessoais na profissão docente. Sublinha a necessidade de abordar esses conflitos para melhorar o funcionamento e bem-estar profissional dos professores.

Palavras-chave: Conflito valor-motivacional, professores do ensino superior, psicologia pedagógica, conflito intrapessoal, eficácia educacional.

1 INTRODUCTION

The relevance of studying this topic is determined by the significance of the value-motivational sphere as a regulator of the behavior and activity of a university teacher, ensuring his activity and focus on participating in the modernization of the modern education system. The value-motivational conflict leads to a violation of the integrity of the motivational sphere and the motivation process. Understanding the nature of the value-motivational conflict allows us to provide teachers with effective psychological support aimed at increasing their motivation, maintaining personal integrity and psychological health.

The general hypothesis of the study is the assumption that higher education teachers experience a state of value-motivational conflict, which is formed under the influence of personal and professional factors.

The general hypothesis is specified in specific hypotheses:

1. The value-motivational conflict of higher education teachers represents a significant discrepancy between individual values and motives that form stable connections in the structure of the value-motivational sphere.





2. Personal determinants of an objective nature include gender and age; subjective determinants are: features of the value-motivational sphere associated with the expression of individual values of motives and the level of intrapersonal conflict.

3. Professional determinants of an objective nature include work experience, the presence of a degree and the profile of the disciplines taught, the degree of workload with various types of work, determinants of a subjective nature include the value attitude towards various areas of professional activity of teachers, the level of motivation for professional activity in general and the motivation to perform various types of work.

2 LITERATURE REVIEW

The complexity of the value-motivational sphere and the diversity of value-motivational formations integrated into it give rise to value and motivational conflicts. This issue is reflected in the works of (ANDERSON, KRATHWOHL & BLOOM, 2001), (BRANSFORD, BROWN & COCKING, 2000).

The professional activity of representatives of various teaching professions, its axiological component, personal qualities that underlie the professional readiness, competence and professional skills of teachers are reflected in the psychological and pedagogical research of (HATTIE, 2009), (MARZANO, PICKERING & POLLOCK, 2000) and others.

An analysis of scientific publications shows that most studies were conducted on school teachers and teachers of the secondary vocational education system (DEWEY, 1938), (VYGOTSKY, 1978). Much less often, the personal characteristics of a university teacher and his value-motivational sphere were considered (JONASSEN, 1998), (SIEMENS, 2000).

The problem of the research is that, despite the high interest in the value-motivational sphere of teachers, in psychology and pedagogy there is no research into the value-motivational conflict, its definition has not been presented, its content characteristics have not been studied, a classification has not been developed, it has not been identified and described specific features, personal and professional determinants of this phenomenon among higher education teachers.

The purpose of the article: to study the structure, types of value-motivational conflict of higher education teachers, to identify and describe its personal and professional determinants.





Object of the article: the value-motivational sphere of the teacher's personality.

Subject of the article: personal and professional determinants of the value-motivational conflict of higher education teachers.

3 METHODS

The methodological basis of the study was a number of principles and provisions.

The provisions of the subject-activity approach determine the study of the personality of a higher school teacher as a single subject of life path, activity, cognition and communication. The principle of systematicity involves the study of the structure, substructures and elements of personality in relationships, taking into account the influence of factors of the social environment. A unified interdisciplinary model of conflict provides a unified scheme for studying intrapersonal conflict of any content and genesis.

Research methods and techniques. The following theoretical and empirical methods were used in the work: analysis, synthesis, generalization, definition, analogy, induction, deduction, comparison, classification; observation, testing, questioning.

The theoretical and methodological foundations for studying the value-motivational conflict of higher school teachers are: research into the structure and dynamics of the value-motivational sphere of the individual; a unified interdisciplinary theory of conflict, including a systems approach and a unified model of conflict analysis; works of domestic and foreign scientists devoted to the specifics of intrapersonal conflict; works of domestic psychologists and teachers, reflecting the characteristics of the professional activities and personalities of higher education teachers.

4 RESULTS AND DISCUSSIONS

In the article, conflict is considered as a phenomenon characteristic of various types of systems, performing important functions in their lives and being a factor in their development. Based on the provisions of the systems approach, the static side of the conflict, considered as the totality of all elements, and its dynamic side, representing the totality of its external and internal functions, are identified (Ribeiro, T. De L., & Antônio De Lima, 2022). The presented research is focused on the static aspect of the value-motivational conflict and such systemic characteristics as: essence, classification, structure, functions, dynamics, genesis, prevention, resolution,





diagnosis and research.

The specific characteristics of the value-motivational conflict were identified on the basis of an analysis of studies of intrapersonal conflict, which is considered by various authors as “the confrontation of two principles in the human soul,” perceived by them as a psychological problem that requires resolution; a contradiction in the structure of personal formations or a contradiction that arises as a result of a collision of personal formations with the requirements of the environment; the contradiction is insoluble at the moment in this form, due to the fact that in a situation of conflict it is impossible either to abandon the contradictory relationships or to choose one of them. Along with this, intrapersonal conflict is defined as a state of emotional tension; personality disintegration; maladaptation, disorganization of behavior.

The normative and non-normative nature of intrapersonal conflict is determined by the severity of the contradictions between the conflicting structures, their direction and the measure of tension, which is characterized by the “angle between directions”, which is “less than 180 degrees in a normal, non-neurotic conflict.” Consequently, intrapersonal conflict can be understood as incompatibility, discrepancy between personality structures or tendencies, where the degree of inconsistency is characterized by the concept of “measure of contradiction.” Only with certain values of inconsistency is it worth talking about the presence of an internal conflict, and not just about intrapersonal difficulties, or about a crisis, which differs from a conflict in the irreversibility of changes in personality structures (GARDNER, 1999).

A value-motivational conflict can arise as a consequence of the repression of a value conflict into the unconscious sphere, which prevents the realization of motives associated with values; as a result of a “false” choice, in which the “true value” is rejected under the influence of external factors or restrictions on his freedom, as a result of which the chosen value does not provide meaningful content to the motive.

We believe that the emergence of a value-motivational conflict is also caused by: mutual strengthening and weakening, changes in the ratio of dominant and subordinate motives; a decrease in the activity of a motive, understood as the degree of its influence on the direction of activity; its “nullification” associated with a change in the direction of the motive, with the appearance of equilibrium at a certain point of several motives, and as a consequence of the appearance of “semantic weightlessness”, leading to the loss of “value support”; value sublimation of the motive (HMELO-SILVER, DUNCAN, & CHINN, 2007).

The value-motivational conflict, as an analysis of a number of studies shows, can





manifest itself differently at each stage of the motivation process, which, according to the functional-genetic model, includes the following stages: awareness of the motivation by the individual; acceptance of motive as a motive for behavior; implementation of motive in behavior and activity; consolidation of a motive in a person's character and its transformation into a personality trait; actualization of potential motivation. At the stage of awareness of the motivation, values either facilitate the process of awareness of the motivation or block it, which contributes to the emergence of a value-motivational conflict, which is experienced as a state of tension associated with the presence of desire, readiness to act.

We have identified a number of internal and external causes of value-motivational conflict. The internal reasons are: subjective perception of value as inaccessible; inconsistency, underdevelopment and lack of integrity of the value system; dynamic processes in it, a decrease in the relevance of the motive, switching of the personality to a more relevant motive, refusal to implement the previous motive; passive acceptance by a person of imposed values. External reasons include: external obstacles in the implementation of the motive, changes in the value system of society, non-acceptance of any social value by an individual, the presence of a value vacuum in society.

The structural units of the value-motivational conflict are values and motives, regarding the specifics of the interaction of which there are different points of view in psychology. According to one of them, each value has "its own motive" and it can interfere with the process of its activation or promote it; therefore, discrepancies arise between values and motives that are homogeneous in content. At the same time, correlations have been identified between value orientations and motives that are heterogeneous in content (DUFFY & CUNNINGHAM, 2008). In our opinion, values and motives that are different in content and have correlations with each other can participate in the formation of a value-motivational conflict.

Personal and professional determinants of value-motivational conflict of an objective and subjective nature are identified. By personal determinants we understand objective characteristics of personality and characteristics of personal structures that can influence the professional activity of a higher school teacher (PAPERT, 1980). By professional determinants we understand the characteristics of professional activity and the personality characteristics determined by it. Subjective and objective determinants were identified.

An analysis of the value of spheres of professional activity and the level of motivation





for performing certain types of teaching activities showed that the spheres of “teaching” and “self-improvement/self-development” have value; at the same time, the motivation for teaching and self-development is the strongest. From the point of view of the subjects, educational and methodological work is of the least value; the motivation for its implementation is much weaker than all the others. The value-motivational education of a professional plan is practically not affected by length of service and age, but the degree of employment in one or another type of activity has a significant influence.

Based on correlation analysis, the value-motivational core of the personality has been identified, representing the internal structure of the value-motivational sphere, reflecting the deep relationships of value-motivational formations, which, despite their unconsciousness, influence the behavior and activity of the individual. It is formed by stable connections of values and motives with each other, the number of which varies significantly. The greatest number of connections have the motive of power, the sphere of “training/education” and “professional life”, the values of “activity of social contacts”, “financial situation”, which have a decisive influence on the personality of the teacher. Separately, the relationships between values and motives of professional activity were studied, among which the largest number relates to the motive of teaching. The connections between personal and professional values and motives are positive. Interrelations between value-motivational formations of personal and value-motivational formations of a professional nature have been identified, which are non-systematic and predominantly negative in nature, which in our opinion indicates mutual influence and, at the same time.

The professional values “teaching”, “methodological work” and “innovation” strengthen certain types of value-motivational conflict, the value “student development” weakens them, and the value “education” weakens conflicts of the first type and strengthens conflicts of the second type. The motivation of educational work and organizational activities also enhances certain types of value-motivational conflict (SCHÖN, 1983).

The influence of motivation of social status, avoidance of punishment and the general level of motivation for professional activity was discovered. Social status motivation shows a negative relationship, while other types of motivation show a positive relationship.

In our opinion, the determining factor in the formation of intrapersonal conflict among higher school teachers is the state of the value system, the significance of individual





spheres of life and terminal values (Kelli Morin, S., & Ismael Mauri Gewehr Ramadam, 2020). To a lesser extent, the emergence of intrapersonal conflicts is influenced by aspirations for personal and social well-being, and to an even lesser extent by time dynamics. Intrapersonal conflicts can mutually determine each other; the leading role, as research shows, is played by the value-motivational conflict of the first type.

The paper presents the author's program of psychological support for teachers in a state of value-motivational conflict. The goal of the program is to help higher school teachers overcome value-motivational conflict and prevent it in higher education. The objectives of the program were: identifying facts of value-motivational conflict, determining their severity and content; correction of symptoms of value-motivational conflict; correction of destructive personal traits.

The program includes the following blocks: psychodiagnostics, individual consulting work, psychological education and psychological correction. The purpose of psychodiagnostics is to identify facts of value-motivational conflict, select a group of teachers for further correction and determine areas of preventive work. It is aimed at identifying teachers with the presence, determining the degree of severity of contradictions; diagnostics and prognosis of the course; development of recommendations for eliminating and preventing value-motivational conflict. Psychodiagnostic work includes: preparatory, organizational, diagnostic, analytical and recommendatory stages. During psychodiagnostic activities, testing methods, questionnaires, diagnostic interviews, and conversations are used.

The purpose of psychological counseling is to help in understanding and overcoming the value-motivational conflict. It solves the following problems: in-depth individual diagnostics; activation of reflection, self-analysis and analysis of professional activities and life activities; developing recommendations for solving problems related to value-motivational conflict: joint development of programs to overcome and prevent value-motivational conflict by an individual teacher; conducting and correcting actions to overcome (SIEMENS & DOWNES, 2008). The implementation of this direction involves three types of consultations.

The goal of psychological education is to inform about the essence, symptoms, consequences and determinants of the value-motivational conflict, the formation of a conceptual basis for further understanding and overcoming this condition. Within the framework of this area of work, the tasks of forming a conceptual apparatus that provides the possibility of overcoming and preventing a value-motivational conflict, activating cognitive processes and self-awareness, forming ideas about the





possibilities of self-diagnosis, self-help and mutual assistance, informing about the determinants and possible consequences of a value-motivational conflict are being solved.

Psychocorrectional work aims to correct the value-motivational structures of the individual, eliminating the value-motivational conflict. The objectives of psychocorrection when working with value-motivational conflict are: harmonization of the value-motivational sphere; formation of practical skills of self-regulation, auto-training and self-motivation; mastering self-help and mutual assistance techniques; overcoming emotional stress, disorganization and maladjustment; developing skills for planning life and activities “on one’s own”; prevention of further emergence of value-motivational conflict. It is conducted in the format of workshops and psychological trainings.

Research results:

1. Value-motivational conflict is a psychological phenomenon characteristic of the value-motivational sphere of higher education teachers, the structure of which contains stable connections between values and motives. The discrepancy between value and motive, the measure of which is determined by the difference between their values, underlies this type of intrapersonal conflict. Teachers who have one or more value-motivational conflicts have been identified. The number of value-motivational conflicts in one teacher is characterized as the level of value-motivational conflict.

2. The classification of value-motivational conflicts is carried out on a number of grounds: content characteristics, structure and severity. Based on their content, three groups of conflicts are identified. The first group is conflicts that arise as a result of a combination of the significance of spheres of life with various kinds of motives. The second group of conflicts arose as a result of a combination of values and motives. The third group of conflicts, considered separately, arose as a result of the interaction of the values of spheres of professional activity and the motivation for carrying out various areas of professional activity. According to the structural characteristics, a value-motivational conflict with the dominance of the value component and a value-motivational conflict with the dominance of the motivational component were identified. Based on the severity of the contradictions between the value and motivational components, potential, expressed and acute conflicts are identified. In general, the potential level of value-motivational conflict prevails among the subjects; cases of acute conflict are insignificantly expressed.

3. The leading personal determinants of the value-motivational conflict of higher





school teachers are value structures of the personal level (areas of life, personal values), to a lesser extent motivational ones. An increase in the values of value and motivational formations leads to an increase in the level of conflict of the first type and a weakening of conflict of the second type. Personal determinants also include the general level of intrapersonal conflict and the level of intrapersonal conflict localized in various areas of the personality. Indicators of the level of intrapersonal conflict strengthen value-motivational conflicts of the second type and weaken value-motivational conflicts of the first type. Age also influences the emergence of value-motivational conflict. There are no differences in indicators of value-motivational conflict among representatives of different gender groups.

4. Among the professional determinants, the general level of motivation for professional activity and individual motives for professional activity that enhance the value-motivational conflict have a significant impact on the state of the value-motivational conflict. The state of the value-motivational conflict depends on the length of service.

In the hierarchy of factors, the greatest factor load is borne by the spheres of life, and to a lesser extent by values. Next in importance come the motives of life and the level of intrapersonal conflict. The hierarchy is closed by values and motives associated with achievement and time indicators. Indicators of value-motivational conflict of the second type stand in isolation, while indicators of value-motivational conflict of the first type have connections with other factors.

5. Value and motivational conflicts in the sphere of professional activity are of a relatively autonomous nature. They are not influenced by personal determinants (personal values and motives, level of intrapersonal conflict, age, gender). Of the professional determinants, they are associated with the value of spheres of professional life, motivation to perform certain types of professional activities, the degree of workload with them and individual motives for professional activities.

In conclusion, the general results of the work are summed up and the main conclusions are presented. The empirical study confirmed the hypotheses that higher school teachers have a state of value-motivational conflict that arises on the basis of a mismatch of values and motives that have stable connections and form value-motivational pairs; the formation of this conflict occurs under the influence of such personal determinants as the severity of individual spheres of life, values, motives, and the level of intrapersonal conflict. Its appearance is influenced by work experience, motives for professional activity, the value of areas of professional activity, motivation





for areas of professional activity, and employment in various types of professional activity.

5 CONCLUSIONS

Thus, in the article:

The features of the structural relationships of the value-motivational sphere of higher school teachers are determined, the value-motivational profile and the value-motivational core of higher school teachers are highlighted.

The state of value-motivational conflict and the level of value-motivational conflict of higher education teachers have been identified, and their classification has been made.

The features of the manifestation of value-motivational conflict among teachers with different gender and age characteristics, level of education, work experience and the profile of the disciplines taught are determined.

Personal and professional factors contributing to the emergence of value-motivational conflict, types and levels of its manifestation among higher education teachers have been identified.

Theoretical significance of the study.

The obtained research results on the professional and personal factors of the value-motivational conflict of higher education teachers deepen the theoretical ideas of educational psychology about the structure, types of intrapersonal conflicts and the characteristics of their manifestation among teachers of the higher education system. The results of the study complement the concepts of intrapersonal conflict and their typology.

The understanding of the structural and dynamic features of the value-motivational sphere of higher education teachers, of personal and professional factors that aggravate the existing contradictions in it, has been expanded. The content of the value-motivational profile and the value-motivational core of the personality of a higher school teacher is defined and investigated, and their comparative analysis is carried out.

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