

TYOLOGICAL CHARACTERISTICS OF MODERN SCHOOL TEACHERS' PERSONALITY: A CONCEPTUAL MODEL FOR PSYCHOLOGICAL DIAGNOSIS AND DEVELOPMENT

Mirzayeva Mavluda Akramovna

Basic Doctoral Student Department of Psychology

Chirchik State Pedagogical University,

Abstract

The article presents a conceptual framework for describing the typological characteristics of modern school teachers' personalities in the context of increasing educational complexity, digitalization, and heightened emotional demands. Relying on contemporary personality psychology and teacher effectiveness research, the paper argues that "teacher personality" should be analyzed not as a single set of traits but as a stable configuration of (a) core personality factors, (b) motivational–value orientation, (c) emotional–regulatory resources, and (d) pedagogical role preferences. The study systematizes typological criteria for practical psychological diagnosis in schools and teacher education: Big Five-related dispositions, teacher self-efficacy, emotional regulation, communication style, and stress vulnerability. On this basis, a five-type model is proposed: the Reflective-Analytical Teacher, the Structured-Organizational Teacher, the Empathic-Facilitative Teacher, the Innovative-Transformational Teacher, and the Stress-Vulnerable Teacher. The typology is not presented as a rigid labeling tool; rather, it is offered as a developmental map that helps identify strengths, professional risks (burnout, conflict escalation, motivational decline), and individualized support trajectories. Practical implications include guidance for mentoring, in-service training, psychological services, and school leadership in designing targeted interventions that strengthen professional sustainability and educational quality.

Keywords: Teacher personality; typology; Big Five; teacher self-efficacy; emotional regulation; communication style; professional sustainability; burnout risk; school psychology; teacher development.

Introduction

ZAMONAVIY MAKTAB O'QITUVCHISI SHAXSINING TIPOLOGIK XUSUSIYATLARI: PSIXOLOGIK DIAGNOSTIKA VA RIVOJLANTIRISH UCHUN KONSEPTUAL MODEL

Mirzayeva Mavluda Akramovna

Chirchiq davlat pedagogika universiteti, Psixologiya kafedrası

Tayanch doktorant

Annotatsiya

Mazkur maqolada zamonaviy maktab sharoitida o'qituvchi shaxsining tipologik xususiyatlarini psixologik nuqtai nazardan tizimlashtirishga qaratilgan konseptual yondashuv bayon etiladi. Ta'lim jarayonining murakkablashuvi, raqamlashtirish, ota-ona va jamiyat kutishlarining ortishi, hamda hissiy zo'riqish omillari o'qituvchi shaxsiga qo'yiladigan talablarni kuchaytiradi. Shuning uchun o'qituvchi shaxsini faqat alohida sifatlar majmui sifatida emas, balki (a) bazaviy shaxsiy omillar, (b) motivatsion-qadriyat yo'nalish, (c) emotsional-o'zini boshqarish resurslari va (d) pedagogik rol ustunliklari uyg'unlashgan barqaror konfiguratsiya sifatida tahlil qilish taklif etiladi. Maqolada maktab psixologik xizmati va pedagog kadrlar tayyorlashda qo'llash mumkin bo'lgan tipologik mezonlar (Big Five omillari, o'qituvchi o'z-o'ziga ishonchi, emotsional boshqaruv, muloqot uslubi, stressga chidamlilik) asoslanadi hamda besh tipdan iborat model taklif qilinadi: Refleksiv-analitik, Tizimli-tashkiliy, Empatik-fasilitativ, Innovatsion-transformatsion va Stressga zaif tip. Taklif etilgan tipologiya "yorliq" emas, balki o'qituvchining kuchli tomonlari, kasbiy xavflari (burnout, ziddiyatlar, motivatsiya pasayishi) va individual rivojlanish yo'nalishlarini aniqlashga xizmat qiluvchi amaliy xarita sifatida talqin qilinadi.

Kalit so'zlar: o'qituvchi shaxsi; tipologiya; Big Five; o'qituvchi self-efficacy; emotsional boshqaruv; muloqot uslubi; kasbiy barqarorlik; burnout xavfi; maktab psixologiyasi; kasbiy rivojlanish.

Introduction

Modern schooling increasingly places teachers at the intersection of academic demands, socio-emotional support, digital tools, and public accountability. In such conditions, the teacher's personality is not a "background" factor but a



central psychological resource that shapes classroom climate, student motivation, communication with families, and the teacher's own professional sustainability. The present article addresses a practical and scientific question: how can we describe typological characteristics of teachers' personality in a way that supports diagnosis, mentoring, and professional development without reducing individuals to simplistic labels?

The aim of the paper is to propose a structured typological model of modern teachers' personality grounded in well-established psychological constructs and applicable to school contexts. The objectives are: (1) to clarify the conceptual meaning of "teacher personality" as a multi-component configuration; (2) to systematize typological criteria relevant to educational practice; (3) to propose a five-type model that highlights strengths and risk zones; (4) to outline implications for school psychology services and teacher education.

Theoretical background: In personality psychology, the Five-Factor Model (Big Five) has been widely used as a parsimonious framework for describing stable individual differences (e.g., emotional stability/neuroticism, extraversion, openness, agreeableness, conscientiousness). This model has accumulated evidence across cultures and settings and is frequently linked to work outcomes and professional behavior. At the same time, teacher effectiveness research suggests that personality traits alone do not fully explain educational outcomes; motivational and self-regulatory constructs, such as teacher self-efficacy (the belief in one's ability to influence student learning), are strongly associated with persistence, instructional quality, and student engagement.

Theoretical background: Another key domain concerns emotional resources and professional stress. Teaching is recognized as emotionally demanding; chronic overload can increase the risk of burnout (emotional exhaustion, depersonalization/cynicism, reduced professional efficacy). Therefore, typological analysis must include not only traits but also regulation patterns and stress vulnerability.

A school-based typology should be practice-oriented. It must support: (a) early identification of risk trajectories (conflict escalation, rigid communication, emotional exhaustion), (b) personalization of mentoring and training, and (c)



constructive feedback language that protects dignity and encourages growth. For this reason, the present model treats types as “dominant configurations” rather than fixed categories.

Typological model and criteria: The proposed typology is built on four groups of criteria.

Criterion A — Core personality dispositions (stable): These include conscientiousness (organization, responsibility), emotional stability (stress tolerance), openness (innovation readiness), agreeableness (cooperation, empathy), and extraversion (social energy, classroom presence). In applied settings, these dispositions can be approximated with validated Big Five measures (e.g., NEO-based instruments or shorter inventories).

Criterion B — Motivational–value orientation: This component reflects what the teacher sees as “the core mission” (achievement/results, care/relationships, discipline/order, creativity/innovation, civic/moral formation). Values guide daily choices: feedback style, classroom management, and responses to student diversity.

Criterion C — Emotional and self-regulatory resources: This includes emotion regulation, reflection, coping style, and the capacity to recover after setbacks. Emotional regulation is essential for maintaining a supportive climate and preventing escalation.

Criterion D — Pedagogical role preference: Teachers differ in dominant roles: instructor-expert, facilitator, mentor, coach, organizer, innovator, mediator, etc. Role preference influences interaction patterns and the design of learning activities.

Typological model and criteria: Based on these criteria, five teacher personality types are proposed.

Type 1 — Reflective-Analytical Teacher: Dominant strengths include careful planning, evidence-oriented thinking, fairness, and structured feedback. Such teachers tend to analyze learning difficulties and prefer clear criteria. Typical risks



include over-intellectualization, reduced emotional expressiveness, and delayed decision-making under uncertainty. Development focus: communication warmth, flexible improvisation, and rapid formative assessment routines.

Type 2 — Structured-Organizational Teacher: This type is defined by high conscientiousness, strong classroom management, and stable routines. Strengths include discipline, predictability, and responsibility. Risks include rigidity, lower tolerance for ambiguity, and conflict when students need flexible accommodation. Development focus: differentiated instruction, autonomy-supportive discipline, and constructive negotiation skills.

Type 3 — Empathic-Facilitative Teacher: Strengths include emotional sensitivity, supportive communication, trust-building, and inclusive climate. Such teachers are often effective in motivating anxious or struggling students. Risks include emotional over-involvement, difficulty setting boundaries, and fatigue from “constant caring.” Development focus: boundary management, self-care protocols, and structured workload planning.

Type 4 — Innovative-Transformational Teacher: Strengths include openness, creativity, readiness to experiment with digital tools, and the ability to inspire learners. Risks include inconsistency in routines, difficulty maintaining documentation, and frustration in rigid institutional settings. Development focus: balancing innovation with structure, teamwork skills, and sustainable implementation planning.

Type 5 — Stress-Vulnerable Teacher: This is not a “personality defect,” but a configuration in which emotional exhaustion and limited recovery resources dominate over time. Signs may include irritability, reduced empathy, cynicism, or avoidance. Risk factors can include chronic overload, lack of support, and repeated conflict cycles. Development focus: psychological support, workload redesign, restoration of self-efficacy, and targeted stress management. The role of teacher self-efficacy is especially important because it predicts persistence and professional motivation.

Discussion and implications for school practice: The typology can be applied in three ethically safe formats: (1) self-reflection and coaching (teachers identify “closest type” and growth goals), (2) mentoring programs (matching mentor strategies to teacher configuration), (3) school psychological services (early risk detection and support planning). Importantly, types should never be used for punitive evaluation or public labeling; they are tools for supportive development. For mentoring, recommended strategies include: for reflective-analytical teachers—micro-practices for emotional expressiveness and interactive dialogue; for structured-organizational teachers—methods of flexible differentiation; for empathic-facilitative teachers—boundary-setting and time management; for innovative-transformational teachers—implementation discipline and evidence tracking; for stress-vulnerable teachers—restoration plans and professional support networks.

In teacher education, the model suggests that training should combine (a) personality-informed feedback, (b) self-efficacy strengthening through mastery experiences and guided practice, and (c) emotional competence and coping skills. Such integration is consistent with the idea that professional quality is not only knowledge-based but also resource-based and developmental.

Conclusion

Teacher personality typology is most useful when conceptualized as a dynamic configuration of traits, values, regulatory resources, and role preferences. The proposed five-type model provides a practical language for diagnosing strengths and risk zones and for designing individualized support trajectories. The model can be used as a foundation for school-based psychological services, mentoring systems, and in-service teacher training aimed at professional sustainability and educational quality. Future work may include empirical validation of the model in specific school contexts and the development of culturally sensitive diagnostic packages for Uzbekistan’s educational environment.

References

1. Bandura A. *Self-Efficacy: The Exercise of Control*. – New York: W. H. Freeman, 1997.
2. John O. P., Srivastava S. *The Big-Five Trait Taxonomy: History, Measurement, and Theoretical Perspectives // Handbook of Personality: Theory and Research* (2nd ed.). – New York: Guilford Press, 1999.



3. Costa P. T., McCrae R. R. Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) Professional Manual. – Odessa, FL: Psychological Assessment Resources, 1992.
4. Goldberg L. R. An Alternative “Description of Personality”: The Big-Five Factor Structure // *Journal of Personality and Social Psychology*. – 1990. – Vol. 59(6). – P. 1216–1229.
5. Digman J. M. Personality Structure: Emergence of the Five-Factor Model // *Annual Review of Psychology*. – 1990. – Vol. 41. – P. 417–440.
6. Barrick M. R., Mount M. K. The Big Five Personality Dimensions and Job Performance: A Meta-Analysis // *Personnel Psychology*. – 1991. – Vol. 44(1). – P. 1–26.
7. Tschannen-Moran M., Woolfolk Hoy A. Teacher Efficacy: Capturing an Elusive Construct // *Teaching and Teacher Education*. – 2001. – Vol. 17(7). – P. 783–805.
8. Maslach C., Leiter M. P. Understanding the Burnout Experience: Recent Research and Its Implications for Psychiatry // *World Psychiatry*. – 2016. – Vol. 15(2). – P. 103–111.
9. Maslach C., Jackson S. E., Leiter M. P. Maslach Burnout Inventory Manual (3rd ed.). – Palo Alto, CA: Consulting Psychologists Press, 1996.
10. Hattie J. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. – London: Routledge, 2009.
11. Darling-Hammond L. Teacher Quality and Student Achievement: A Review of State Policy Evidence // *Education Policy Analysis Archives*. – 2000. – Vol. 8(1).
12. Goleman D. Emotional Intelligence. – New York: Bantam Books, 1995.
13. Mayer J. D., Salovey P., Caruso D. R. Emotional Intelligence: New Ability or Eclectic Traits? // *American Psychologist*. – 2008. – Vol. 63(6). – P. 503–517.
14. OECD. TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners. – Paris: OECD Publishing, 2019.
15. Avloniy A. Turkiy guliston yoxud axloq. – Toshkent: O‘qituvchi, 1992.