



Miroslav Gejdoš

*Doc.PaedDr.PhDr. Faculty of Education, Catholic University
Department of Education and Special Education
(Ruzomberok, Slovakia)*

** Corresponding author: e-mail: miroslav.gejdos@ku.sk*

EXPLAINING THE TEACHER'S PERSONALITY IN INTERACTING WITH VALUES AND PROFESSION

WYJAŚNIANIE OSOBOWOŚCI NAUCZYCIELA W INTERAKCJI Z WARTOŚCIAMI I ZAWODEM

РАСКРЫТИЕ ЛИЧНОСТИ УЧИТЕЛЯ ВО ВЗАИМОДЕЙСТВИИ С ЦЕННОСТЯМИ И ПРОФЕССИЕЙ

Abstract

The teacher's personality is irreplaceable for the pupil in a school environment. This is not just a means of information and knowledge, but also a model of behavior, which he imitates. Through the scientific research, the author identifies, compares, verifies the teacher's personality in interaction with values and profession in the regions of Slovakia. The author gradually examines and evaluates separately selected questions. In conclusion, he provides an assessment and recommendation for pedagogical practice.

Key words: *teacher, personality, values, pupil*

Streszczenie

Osobowość nauczyciela jest niezastąpiona dla ucznia w środowisku szkolnym. Nie jest jedynie pośrednikiem informacji, wiedzy, ale jest także wzorcem do naśladowania. Poprzez badania naukowe autor identyfikuje, porównuje, weryfikuje osobowość nauczyciela w interakcji z wartościami i tym zawodem na Słowacji. Autor stopniowo weryfikuje i ocenia poszczególne wybrane pytania badawcze. We wnioskach autor podaje wyniki badań oraz ich rekomendację dla praktyki pedagogicznej.

Słowa kluczowe: *nauczyciel, osobowość, wartości, uczeń*

Аннотация

Личность учителя незаменима для ученика в школьной среде. Это не просто средство информации, знаний, но и поведенческая модель, которую он имитирует. Благодаря научным исследованиям автор определяет, сравнивает, проверяет личность учителя во взаимодействии с ценностями и понятием данной профессии в Словакии. Постепенно проверяет и оценивает отдельно выбранные вопросы. В заключение автор дает оценку и рекомендации для педагогической практики.

Ключевые слова: *учитель, личность, ценности, ученик*

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Statement of the problem in general outlook and its connection with important scientific and practical tasks. Analysis of latest research where the solution of the problem was initiated.

On the personality of the teacher can apply general definition of personality, which reads as follows: "Personality is a system regulating the man-world relations" (Pedagogical review no. 3, 1990. Dr. Kenneth O'Gangel: Occupation: Teacher (Called To Teach), ACSI, Colorado Springs, U.S.A., 1995. The essence of the educational interaction with pupils, however, certainly won't be winning the war of words, but form educated and honest people; the wise and humble, ready for all sorts of tests, which the life shall bring. After all, the school offers young people the opportunity to build the foundations for life, clear attitudes, beliefs and values and their own correct order of values.

The author offers the results of educational research, the aim of which was to identify, compare, verify the personality of the teacher in the regions of Liptov and Kysuce.

Based on this objective, we have identified the partial ones:

- to determine the relationship of a teacher to the values and the relationship to the occupation,
- to determine the relationship of teachers to pupil evaluation,
- to determine the characteristics of teachers.

Exploratory sample in which we used the method of a questionnaire was made up of educators who teach students on the 1. stage of primary school. 50% of the survey sample consisted of teachers from the region of Kysuce and 50% of the survey sample consisted of teachers from the region of Liptov. The questionnaire was completed by 200 educators. The return rate was 100%. Review sample in which we used the method of interview consisted of 25 teachers at the 1. stage of the primary school but only 11 of those teachers were willing to answer.

Aims of paper. Methods.

In the exploratory investigation section, we used the method of interview, questionnaire, synthesis, analysis. The reason for the questionnaire method was a possibility for a quick collection of more information and the option to distribute it electronically. We have prepared the questions in electronic and printed form. The questionnaires

were designed for teachers on the 1. stage of primary school in the regions of Liptov and Kysuce. We distributed them in the two regions, in electronic and hard copy form to the addresses of schools. In the questionnaire, it was clearly stated that the questions are anonymous, and used solely for the following purposes.

Exposition of main material of research with complete substantiation of obtained scientific results. Discussion.

Exploratory questions

The majority of the questions of the questionnaire was created in a way that the wording required only one answer. In two questions, it was necessary to select three responses. Open questions provided space for respondents to write their own answers. During the creation of some of the questions in the questionnaire, we were inspired by the questionnaire used in 2002 by M. Vargová.

The questions in the questionnaire have been divided into three parts:

1. questions dealing with the autobiographical details of respondents,
2. question dealing with the relationship of the teacher to the values and the relationship to the occupation,
3. questions dealing with assessment of teachers and pupils,
4. questions dealing with the characteristics of the teacher.

Responses were obtained from the questionnaire and processed into charts, tables

by using a table editor. The results serve as a percentage. We focused on comparison of the observed data in various regions. On certain issues we determined the results according to the length of the pedagogical practice, gender, where appropriate, we compared the answers with the answers of the questionnaire, which was used in 2002. We supplemented the survey with a standardized interview (Compare: ŠVEC, Š. et al. 1998. p. 115-119). In its compilation and execution, we followed the instructions of Mr. Švec. We carried out the survey in person, by telephone and subsequently made a transcript of the interview.

Survey questions:

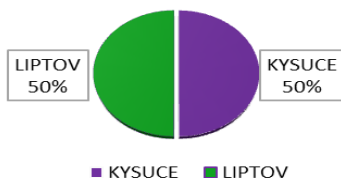
- What is the relationship of the teacher to the values?
- What is the relationship of the teacher to assessment of pupils and their leading towards self-assessment?
- What qualities do the teachers have?

Analysis and evaluation of the results.

We have evaluated the data processed from the replies in the questionnaire from the regions of Liptov and Kysuce and we put them in tables, charts, and described, we choose the most interesting questions and answers.

Question No 1 "Region in which you teach", Kysuce and Liptov

Chart 1 shows the percentage of respondents from each of the regions. The table for this chart can be found in the annex under the heading of table 1.1.



Graf 1 Rozdelenie pedagógov podľa regiónu v ktorom vyučujú

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Table 1 shows the distribution of teachers according to the region in which they teach. The chart for this table can be found in the annex marked Chart 1.1 and 1.2.

Table 1 distribution of teachers according to the region in which they teach

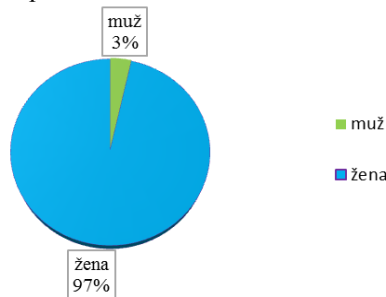
Region	Number of responses	Percentage representation
Kysuce	100	100 %
Liptov	100	100 %

The first question was focused on the region where the teachers of primary schools teach. 50% of the survey sample consisted of teachers from the region of Kysuce and 50% of the survey sample consisted of teachers from the region of Liptov. (Chart 1, Appendix - table 1.1).

The questionnaire was completed by 200 educators. 100% of the responses were

from the region of Kysuce and 100% of the responses were from the region of Liptov. (Table 1, Appendix - Chart 1.1 and 1.2).

Question No. 2 "**Gender**" male, female Chart 2 shows the percentage of respondents from each of the regions. The table for this chart can be found in the annex under the heading of table 2.1.



Graf 2 Rozdelenie pedagógov podľa pohlavia

Table 2 shows the representation of teachers by sex in the respective regions –

Kysuce, Liptov. The chart for this table can be found in the annex marked Chart 2.1 and 2.2.

Table 2 Breakdown of teachers by sex

Region	Sex	Number of responses	Percentage representation
Kysuce	man	5	5,00 %
	woman	95	95,00 %
Liptov	man	2	2,00 %
	woman	98	98,00 %

Using the second question we assessed the gender of respondents. The following chart shows distribution by gender. The representation of women was 97%, and 3% were male. (Chart 2, Appendix table 2.1).

In the region of Kysuce replied 5% of men and 95% of women. In the Liptov region answered 2% men and 98% of women. (Table 2, Appendix - Chart 2.1 and 2.2).

From the chart, it is clearly seen the superior representation of women in the profession of a teacher. We assume that the reason is still higher attractiveness for the female population. And men, sometimes designated as family breadwinners do not earn

enough in this profession compared to other, technical fields.

Question 3 "Age" 18-25, 25-35, 35-45, 45-50, 50 and more

Question No. 5 "How important are the following terms for you in your private life. Sort them from the most important one. "Money, pride, family, career, love. Chart 5 shows sorting of the values of the respondents in their private lives, obtained from individual respondents and then shown as a weighted average (response and the importance of the concept of private life). The table on this chart can be found in the annex under the heading of table 5.1.

Chart 5 Sorting the terms by importance

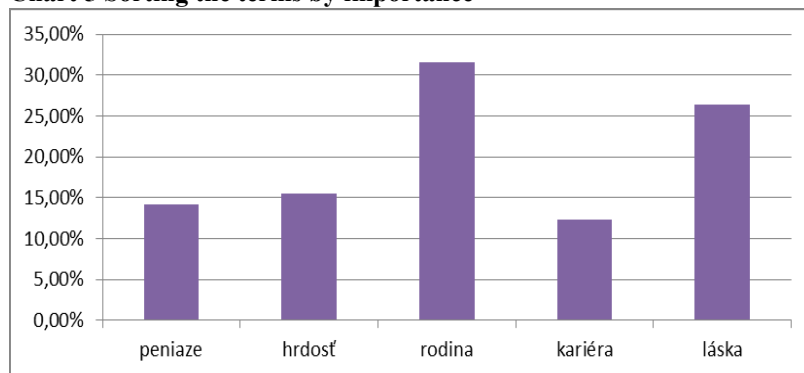


Table 5 shows the representation of the values of the respondents in the private lives provided by the teachers from the

region of Kysuce and Liptov region. The chart for this table can be found in the annex marked Chart 5.2 and 5.3.

Table 5 The importance of values in private life

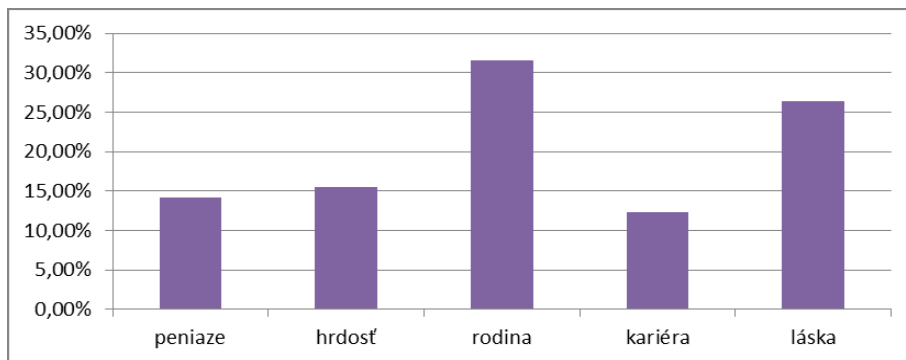
Terms	Kysuce		Liptov	
	Percentage representation	Weighted average of the respondents	Percentage representation	Weighted average of the respondents
money	14,73 %	15	13,60 %	14
pride	15,73 %	16	15,40 %	15
family	31,93 %	32	31,26 %	31
career	11,27 %	11	13,26 %	13
love	26,34 %	26	26,46 %	27

With the fifth question, we measured the importance attributed by the respondents to the notion of money, pride, family, career, and love in their private lives. This view was carried out using a weighted average, where we based the values we found displayed in Annex Table 5.2, which is shown in Chart 5.1. Then we created a weighted average, while each location carries its weight. First place bears the weight of 5, the last, the 5. bears the weight of 1. The weighted average was received using a calculation: the number of responses we have gained multiplied by the number of answers in a specific location. For example, calculating the weighted average for the family from table 6.2 $[(5 * 157) + (4 * 39) + (3 * 0) + (2 * 3) + (1 * 1)] = 785 + 156 + 0 + 6 + 1 = 948 / 15 = 63,2$. The following comprehensive answer defines the order of the response values of the surveyed respondents: 31,6 % family, 26,4 % love, 15,57 % pride, 14,17 % money, 12, 26 % career. (Chart 5, Appendix table 5.1).

In table 5, we can see how respondents answered from each of the regions. The order of the values in the Kysuce region for teachers are: family 31,93 %, love 26,34 %, pride 15,73 %, money 14,73 %, career 11,27 %.

The order of the values in the Kysuce region for teachers are: family 31,93 %, love 26,34 %, pride 15,73 %, money 14,73 %, career 11,27 %.

In both regions dominated on the first place family, closely followed by love. Behind them were pride, money, career. The results were compared with the results of a questionnaire, processed in graduation thesis in the year of 2002 by M. Vargová with the name The Personality of a Christian Teacher - from the page 69. Family ended here also in the first place. From the above, we assume that the family is regarded as the most important value for a society in the private lives of people. It has not only been so in the past but also in the present.



Question No 6 "My ideals before entering teaching practice."

On this question, respondents replied as follows:

Good financial rating	Material facilities of the school, classroom
I will be creative	To teach pupils
Respect for the teacher	Lifelong learning
A good teacher liked by everyone	I will not fade away to a stereotype
I will have the pleasure of a well done job	The importance of the teaching profession in the society
Love for children	Career growth
Working with children	Be a role model
Have a good friendly team	I did not have any

Question 6 was to find out what ideals had the interviewed respondents, prior to entry into educational practice. Here's a summary of the ideals in which educators from both regions agreed to at least three times. We compared our result with the result of the questionnaire, which was elaborated in the graduation thesis in the year 2002 by M. Vargová and was designed for teachers of secondary schools. Specifically, they are: *"working with young people, to teach pupils as much as possible, be well evaluated for the job done, have educational optimism, be objective, induce interest in the subject, use as many non-traditional methods as possible. Educators who had ideals before entering the teaching practice, or did not refer to any"*. We compared the ideals of teachers of the 1. stage of the primary school from the

current year, with the ideals of the teachers of the secondary school of the year 2002. We found that interviewed respondents provided in some replies, the same answers: well financially evaluated (good job appreciation), working with the children (working with young people), I've had no (did not refer any). But the ideals were more diverse. From the foregoing results that the teachers of first stage named more ideals.

Question No 7 **"Is it difficult for you to objectively evaluate students?"** 1. Yes; 2. Rather Yes; 3. I cannot assess; 4. Rather No; 5. No

Chart 7 shows the percentage of respondents from each of the regions. Expresses the issue in an objective evaluation of the pupils. The table on this chart can be found in the annex under the heading of table 7.1.

Chart 7 Problem at an objective assessment of pupils

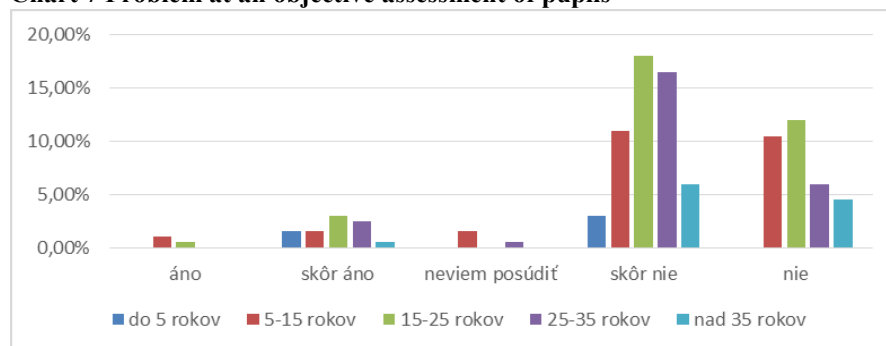


Table 7 shows the representation of teachers according to the length of the educational practice in the regions Kysuce, Liptov and their answer whether it is a problem for them to objectively evaluate pupils. The chart for this table can be found in the annex marked Chart 7.1 and 7.2.

Table 7 Problem with an objective assessment of pupils

Region	The length of the pedagogical practice	Yes	Rather Yes	I cannot assess	Rather No	No
Kysuce	up to 5	0.00 %	1.00 %	0.00 %	4.00 %	0.00 %
	5	0.00 %	1.00 %	0.00 %	15.00 %	7.00 %
	15	0.00 %	1.00 %	0.00 %	15.00 %	13.00 %
	25	0.00 %	3.00 %	0.00 %	16.00 %	8.00 %
	over 35	0.00 %	1.00 %	0.00 %	7.00 %	8.00 %
Liptov		Yes	Rather Yes	I cannot assess	Rather No	No
	up to 5	0.00 %	2.00 %	0.00 %	2.00 %	0.00 %
	5	2.00 %	2.00 %	3.00 %	7.00 %	14.00 %
	15	1.00 %	5.00 %	0.00 %	21.00 %	11.00 %
	25	0.00 %	2.00 %	1.00 %	17.00 %	4.00 %
over 35	0.00 %	0.00 %	0.00 %	5.00 %	1.00 %	

The seventh question was posed to find out what the teachers find difficult to objectively evaluate pupils. We evaluate this question in view of the length of the pedagogical practices of teachers. A summary of the two regions of Liptov and Kysuce provided us with these results. Here are the answers of the respondents to the question, whether they have a problem with objective assessment of pupils: 3 % rather no, 5 – 15: 11 % rather no, 15 – 25: 18 % rather no, 25 – 35: 16.50% rather no, over 35, and more: 6 % rather no. (Chart 7, Appendix - table 7.1).

In the Kysuce region, the most common answer was "rather not". Its largest representation in the amount of 16.5% was represented by teachers with 25-35 years of experience, but closely followed by 15% of teachers with a length of experience of 5-15 and 15-25. At teachers with a length of practice over 35 years there were 8% of answers "no". In the Liptov region, the most common answer was "rather not". Its largest representation of 21%, was at the group of teachers with 15-25 years of

practice. At teachers with a length of practice of 5-15 years prevailed with 14 % answer „no“. (Table 7, Appendix - Chart 7.1 and 7.2).

The men replied: „Yes“ 0,50 % (1), „Rather Yes“ 0,50 % (1), „I cannot assess“ 0 %, „Rather No“ 2 % (4), „No“ 0,50 % (1). The Women replied: „Yes“ 1 % (2), „Rather Yes“ 8,50 % (17), „I cannot assess“ 2 % (4), „Rather No“ 52,50 % (105), „No“ 32,50 % (65). The number in brackets represents the number of respondents.

We have found out that most of the responses from the two regions, and in both sexes belonged to the reply "rather not". We assume that this answer means that the teacher do not have problems to objectively evaluate students, but there are some exceptions. From the replies we assume that whether is a teacher starting or experience does not determine the teacher has a problem with an objective assessment of pupils.

Question No 8 "Do you use also other forms of evaluation than the grades?"

Yes; Rather Yes; I cannot assess; Rather No; No

Chart 8 shows the percentage of respondents from each of the regions. It indicates

whether the teachers also use some other form of evaluation than grades. The table

for this chart can be found in the annex under the heading of table 8.1.

Table 8 Use of other forms of evaluation than grades

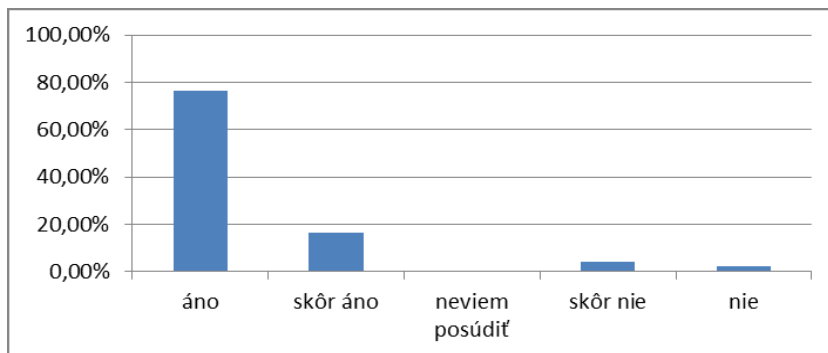


Table 8 presents individually in regions – Liptov, Kysuce, whether the teachers also use some other form of evaluation. The chart for this table can be found in the annex marked Chart 8.1 and 8.2.

Table 8 Use of other forms of evaluation as grades

Region	Yes	Rather Yes	I cannot assess	Rather No	No
Kysuce	78	15	1	3	3
	78,00 %	15,00 %	1,00 %	3,00 %	3,00 %
Liptov	75	18	0	5	2
	75,00 %	18,00 %	0,00 %	5,00 %	2,00 %

Using the 8. question we asked whether the teachers use some other form of evaluation except for the grades. We summed up the answers from the two regions of Liptov, Kysuce and we see that 76,5 % responded „Yes“, 16,50 % „Rather Yes“, 0,50 % „I cannot assess“, 4 % „Rather no“, 2,50 % „No“. (Chart 8, Appendix - table 8.1).

If we sum up answers "Yes" and "Rather Yes" in the Kysuce region, we see that 93% of respondents used another form of evaluation than the grades and surprisingly

the exact percent was found in the Liptov region. (Table 8, Appendix - Chart 8.1 and 8.2).

The men replied: „Yes“ 2,50 % (5), „Rather Yes“ 0,50 % (1), „I cannot assess“ 0 %, „Rather No“ 0 % (0,50), „No“ 1 % (1). Answers of the women: „Yes“ 74 % (148), „Rather Yes“ 16 % (32), „I cannot assess“ 0,5 % (1), „Rather No“ 4 % (8), „No“ 2 % (4). The number in the brackets represents the number of respondents.

We assume that the reason why the teachers also use other forms of assessment, is motivation of students, as it definitely requires the age of pupils. It is very important that teachers do not just use grades, but also other forms of assessment.

Question No 9 "What assessment are you using in the classroom?"

On this question, respondents replied as follows: oral praise; verbal evaluation; stamp; points; praise; small (material) rewards; stickers.

Using the ninth question we were asking the respondents who have answered Yes to the previous question, what other rankings in the teaching-learning process they use. We select the answers of the questionnaire in which teachers from both regions agreed to at least five times. They are the following: verbal rating, stamp, points, rewards, praise, small stickers. We compared our result with the result of the questionnaire,

which was elaborated in the graduation thesis in the year 2002 by M. Vargová and was designed for teachers of secondary schools. They are the "praise, word assessment, points." In comparison with the teachers who completed the questionnaire in 2002, more examples of a different form of assessment were provided by the teachers of the first stage. We assume that younger children should be assessed and thus motivate in different ways to be interested in the matter. So in addition to verbal reviews, appraisals, it is good to use small stamps, stickers, small rewards that are appropriate for this age group.

Question No 10 "Try to evaluate yourself to bring a result (in percentage) of one hundred. Your teaching style that prevails in the teaching-learning process is: liberal.....%; authoritative.....%; democratic....%; sum = 100%

Chart 10 shows the percentage of individual teaching styles in both regions. The table on

this chart can be found in the annex under the heading of table 10.1.

Chart 10 Teaching style prevalent in the teaching-learning process

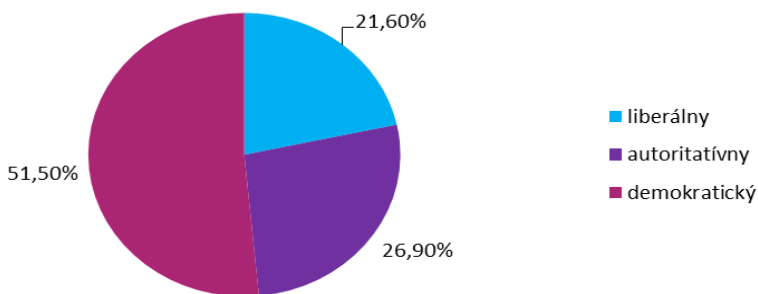


Table 10 presents the prevailing educational styles in Kysuce and Liptov regions.

The charts for this table can be found in the annex marked Chart 10.1 and 10.2.

Table 10 Teaching style prevalent in the teaching-learning process

Region	Teaching style		
	liberal	authoritative	democratic
Kysuce	21,00%	27,00%	52,00%
Liptov	22,20%	26,70%	51,10%

The tenth question helped us to identify what teaching style is prevalent in the teaching-learning process. In a summary in both regions has dominated the democratic style represented by 51.50%, followed by the authoritative with 26.90% and liberal with 21.60%. (Chart 10, Appendix table 10.1).

In the Kysuce region in the process of education prevails according to respondents democratic style with 52%. In the Liptov region also prevails democratic style in teaching with 51.10%. (Table 10, Appendix - Chart 10.1 and 10.2).

The interesting thing is that teachers from both regions prefer more the authoritative style from the liberal style. We compared our result with the result of the questionnaire, which was elaborated in the graduation thesis in 2002 by M. Vargová under the title Personality of a Christian teacher -

from the page 75, which brought the following values: democratic 55.54%, Liberal, 22.52%, authoritative 21.90%. We assume that the reason for this is that the kids misbehave more, they are less respectful for the teachers and this style of instruction it a teachers's try to keep the discipline and order in the classroom.

Question No 11 ", **Select from the following options three positive characteristics that are the most important for you on a teacher."**

fairness, empathy, patience, consistency, honesty, tolerance, creativity, flexibility, friendly, expertise.

Chart 11 shows the ranking of the most positive features, which should a teacher have. The table on this chart can be found in the annex under the heading of table 11.1.

Chart 11 Positive qualities of the teacher

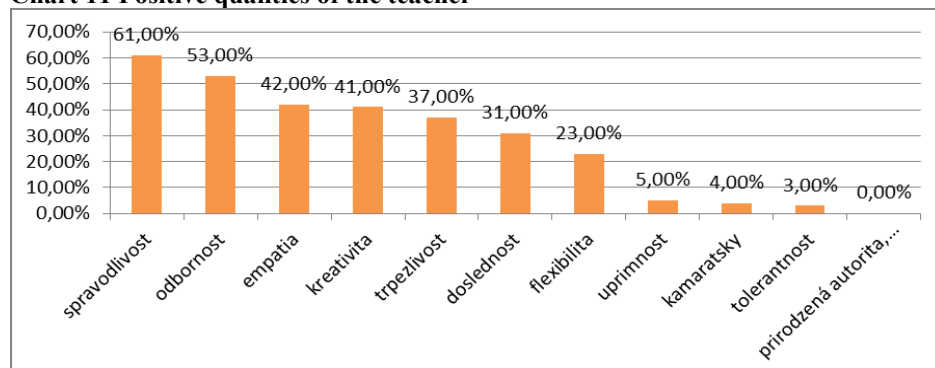


Table 11 shows the ranking of the most important positive qualities, which should a teacher have in various regions. The chart for this table can be found in the annex marked Chart 11.1 and 11.2.

Chart 11 Positive qualities of the teacher

Qualities	Kysuce	Liptov
	Percentage representation	Percentage representation
Justice	61,00 %	51,00 %
Expertise	53,00 %	50,00 %
Empathy	42,00 %	46,00 %
Creativity	41,00 %	40,00 %
Patience	37,00 %	45,00 %
Consistency	31,00 %	32,00 %
Flexibility	23,00 %	13,00 %
Honesty	5,00 %	9,00 %
Friendly	4,00 %	6,00 %
Tolerance	3,00 %	6,00 %
Other: inherent authority, creativity	0,00 %	2,00 %

The Eleventh question was aimed at the characteristics of the teachers considered to be the most important. Teachers should select three options from the given terms. The aggregate response of the two regions of Liptov and Kysuce for the three most important characteristics a teacher should have are justice 56%, expertise 51.50%, empathy 54%. (Chart 11, Appendix table 11.1).

Specifically, in the Kysuce region around 61% would opt for justice, 53% for expertise, 42% would opt for empathy. In the Liptov region 51% would opt for

justice, which is considered to be the most important. Expertise was followed with 50% and 46% of empathy. Because each of the options has been marked at least once we assume that these properties are considered to be important to respondents. Justice was in both regions in the first place. (Table 11, Appendix - Chart 11.1 and 11.2). Question No 12 ", **select from the following options, three negative characteristics that are unacceptable for teachers.**" **explosive, moody, aggressive, unjust, arrogant, indifferent, indecisive, impatient, irresponsible, ironic.**

Chart 12 shows the order of unacceptable, negative qualities of a teacher. The table on

this chart can be found in the annex under the heading of table 12.1.

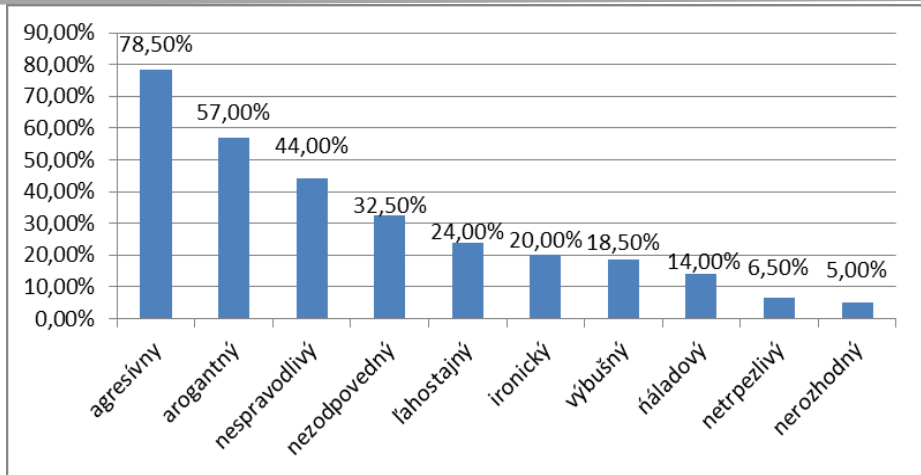


Table 12 Negative, unacceptable qualities of teachers

Table 12 illustrates the order of negative, qualities that have the teachers marked unacceptable individually in the regions. The chart for this table can be found in the annex marked Chart 12.1 and 12.2.

Table 12 Negative, unacceptable qualities of teachers

Qualities	Kysuce	Liptov
	Percentage representation	Percentage representation
Aggressive	82,00 %	75,00 %
Arrogant	52,00 %	62,00 %
Unjust	48,00 %	40,00 %
Irresponsible	36,00 %	29,00 %
Indifferent	23,00 %	25,00 %
Ironic	19,00 %	25,00 %
Explosive	15,00 %	18,00 %
Moody	11,00 %	17,00 %
Impatient	8,00 %	5,00 %
Undecisive	6,00 %	4,00 %

The twelfth issue was aimed at finding out what qualities of a teacher consider the respondents unacceptable. They had to select three options from the given terms. Respondents provided the following answers: First with 78.50% was selected aggressive quality, in second place with 57% arrogance and in third place, with 44% injustice. (Chart 12, Appendix table 12.1). In the Kysuce region were provided the following results: 82% for aggressive, 52% for arrogant, 48% for the unjust. In the Liptov region, were the figures as follows: 75% for aggressive, 62% for arrogant, 40% for the unjust. (Table 12, Appendix - Chart 12.1 and 12.2). Not surprisingly, injustice is

ranked among the top three, because of the previous question, we can see that the

respondents placed to the first place of the positive qualities of a teacher justice.

Conclusions.

The objective of our research was to identify, compare, verify the personality of the teacher in the regions of Liptov and Kysuce. Using the methods of a questionnaire and interview survey we looked at at the following issues:

1. the autobiographical details of respondents,
2. the relationship of the teacher to the values and the relationship to the occupation,
3. the relationship of the teacher to the assessment of pupils and their leading towards the self-assessment,
4. qualities of the teacher.

Of these, we have set the review questions:

- What is the relationship of the teacher to the values?
- What is the relationship of the teacher assessment of pupils and their leading towards self-assessment?
- What qualities do the teachers have?

1. Relationship of a teacher to the values of the profession we tested using the methods of a questionnaire and interview. The respondents have sorted the following values in the private life according to an order. In the two regions was the order matching: family, love, pride, money, career. We compared them with the questionnaire from 2002, and there the family also got in the first place. We believe that the family is still regarded as the most important value for the society. (see table 5). The question was developed using the method of interview where we looked at the private life (love, family, money, pride, career), and whether these values impact the educational effect of the respondents. Most of the teachers responded that the mentioned values affect the teaching process.

We looked at ideals before entering teaching practice and compared them with a questionnaire of 2002, carried out by M. Vargová intended for high school teachers. Here are the answers, which we agreed on: good compensation package (have a well evaluated job), working with the children (working with young people), I had none (had none, did not state any). From the above, it is apparent to us that teachers want to work with the students, but they want to be properly financially awarded now just like they did thirteen years ago. Using a method of interview we were trying to find out how the ideals of teachers changed after they entered the educational practice. From the answers we deduct that teachers perceive their profession as unrecognized by parents or the society. They are not satisfied with the financial compensation. There are high demands placed on them, which requires their flexible approach. Consequently, we were trying to find out, whether they would choose the teaching profession if they could choose again. 10/11 of the polled respondents answered yes.

2. The relationship of the teacher to assessment of pupils and their self-assessment was examined in the questionnaire and interviews. We asked the teachers whether it is a problem for the teachers to objectively assess the pupils and we compared the regions mutually. We evaluated this question in view of the length of the pedagogical practice of the respondents. From the responses, we found that in the regions of Kysuce, Liptov was the preponderance of responses "rather not" whatever length of pedagogical practice. By the method of interview we have found the view of respondents, whether they think that beginning

teachers have a problem with an objective evaluation. The majority of the respondents expressed here their rather positive opinion and as a reason they stated lack of practice and experience. Furthermore, we have found using a method of interview what the respondents see the biggest problem in evaluating students, where teachers reported large numbers of students in a classroom on the basis of which they may not be able to follow what a particular pupil knows or doesn't know. And has to watch the very individuality of the pupil. Using the questionnaire method, we were trying to find out whether the respondents also use a different form of assessment as grades. In both regions has the prevailing answer been "Yes". The following question was focused on what other forms of assessment they use. From the replies we have selected those in which they agreed in the both regions at least five times, and then the results were compared to the answers of the questionnaire for high school teachers in 2002. Here are those in which the respondents from the primary school agreed with the answers from high school: praise, word rating, points. More other forms of evaluation were chosen by primary school teachers - stamps, small rewards, stickers. By the method of interview we found out, why the respondents use other forms of evaluation of pupils, than grades, and most replied that because of the incentives, because grades are not always fair. Furthermore, we have tried to find out whether they try to lead pupils to self-assessment and whether the pupils have a problem with it 9/11 surveyed respondents said that they lead students to self-assessment. Responses whether it is a problem for the pupils differed.

3. What characteristics have the teachers we have found out using a method of the questionnaire. There, we asked what style of instruction prevails in the teacher's education, and then we compared both regions.

Regions have identical sequence: a democratic, authoritative, liberal (table 10). Subsequently, we compared the ranking with the questionnaire from 2002, which came out as follows: democratic, liberal, authoritative. By the method of interview we have found out, what is the ideal style of teaching according to teachers. 9/11 teachers rated the highest a democratic teaching style, followed by the authoritative and the least was evaluated liberal teaching style. Using the questionnaire method we have asked the teachers, which of the following characteristics are considered by them to be the most important on a teacher. From the replies of the respondents, we see that the order of the qualities in the regions is identical. Here are the three qualities that respondents from both regions have identified as being the most important: fairness, professionalism, empathy. (Table 11). By the method of interview we asked the respondents, which of the following is a quality of the respondents, they had to choose 3. Here are the ones in which they agreed most often: They replied as follows: justice 5/11 respondents, empathy 5/11 respondents, expertise 5/11, creativity 6/11. The last question in the questionnaire we aimed at finding, which of the qualities (explosive, moody, aggressive, unjust, arrogant, indifferent, indecisive, impatient, irresponsible, ironic), are unacceptable for a teacher. Then we compared responses between regions. The three negative characteristics that are unacceptable for a teacher the regions agreed on. They are: Aggressive, arrogant, unjust (Table 12). By the method of interview we asked the respondents whether they possess any of the above qualities. None of the surveyed respondents claimed to have a quality that the previous question rated as the least acceptable. From the following 6/11 replied that sometimes they are impatient, undecided and 4/11 replied that none of the listed options is among their qualities

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The answers from the survey carried out in the regions of Kysuce and Liptov showed that they are very similar.

We recommend to ensure lower numbers of students in the classroom. At the lower number of pupils, teachers have a better idea about what the students know and what they have yet to work on. In such numbers it is easier to apply an individual approach. The teacher has more time for each student. We recommend that the work of the teachers was adequately financially valued. This work is a responsibility that requires full concentration. Better financial security for the teachers who not only teach, but also educate the pupils is motivating.

We recommend to create the proper conditions for a teacher, his professional growth and career advancement. The reason for a career development is a motivation of teachers to educate, supplement their education. The influence of different modern devices introduced into the teaching process is essential to their education in a variety of areas. To prevent stagnation, using only the traditional methods, but on the contrary, continuously improve.

We recommend to create an environment that appreciates the work of educators. The work of teachers is often under-appreciated by the company itself. This occupation is on the contrary very important and the personality of the teacher is irreplaceable.

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