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Research article

Cognitive patterns of perception of an “effective” and “ineffective” high school teacher by students with different academic motivations

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Abstract

Introduction. Today the quality of university teachers’ work is widely analyzed using student assessments of teachers’ personal and professional qualities. However, such analyses often fail to take into account the patterns of social perception that can mediate the results of student surveys. The paper describes cognitive patterns of perception of ‘effective’ and ‘ineffective’ university teachers by students with different academic motivations. Cognitive patterns are psychological tools used for evaluating various social objects and formed during the socio-psychological interpretation of the objects — i. e., during the formation of judgments about the objects based on the perception and semantics of their characteristics available to observation.

Materials and Methods. The participants included 1st and 2nd year students (N = 118) of a pedagogical university who were surveyed immediately after attending lectures by teachers previously unknown to them. We used a questionnaire to calculate, among other things, the indicator of ‘effectiveness’ of teachers based on such parameters as the lecture’s content, usefulness and the degree of its interest. We used the method of polar profiles to characterize personal and professional qualities attributed to teachers, and the Scale of Academic Motivation.

Results. During the socio-psychological interpretation of a teacher’s personality, students attribute more positive personal qualities to ‘effective’ teachers than to the ‘ineffective’ ones. The content of cognitive patterns of perception of the personality of an ‘effective’ and ‘ineffective’ teacher reproduces the construct of human psychology that meets the requirements of the activity performed, and includes characteristics of professional, communicative, moral and regulatory potential. The cognitive pattern of perception of an ‘effective’ teacher is much more syncretic than that of an ‘ineffective’ teacher, and students’ assessments of personal and professional qualities of an ‘effective’ teacher are less differentiated than those of the qualities of an ‘ineffective’ teacher. Students who fulfil their need for autonomy in their educational activities are more independent in assessing professional and personal qualities attributed to teachers than students with introjected and external motivation.

Conclusion. The results can be used when conducting student surveys aimed at assessing the quality of university teachers’ work, and when interpreting the data obtained by such surveys.

Keywords: cognitive pattern, social perception, teachers, students, effectiveness of teaching

Научная статья

Когнитивные эталоны восприятия «эффективного» и «неэффективного» преподавателя высшей школы студентами с разной мотивацией обучения

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Аннотация

Введение. В современной практике высшего образования довольно широко используются методы анализа качества профессиональной деятельности преподавателей, основанные на оценках их лично-профессиональных качеств студентами, однако при этом зачастую не учитываются закономерности социальной перцепции, которые могут опосредовать результаты подобных опросов. В статье представлено исследование, направленное на описание когнитивных эталонов восприятия «эффективного» и «неэффективного» преподавателя высшей школы студентами с разной мотивацией обучения. Когнитивные эталоны понимаются как психологические инструменты оценки различных социальных объектов, которые складываются в процессе их социально-психологической интерпретации, представляющей собой формирование суждений об этих объектах на основе восприятия и семантизации их характеристик, доступных наблюдению.

Материалы и методы. Описаны результаты опроса 118 студентов 1–2 курсов педагогического вуза, проведенного непосредственно после посещения лекционного занятия ранее незнакомого им преподавателя. Использовались метод анкетирования, с помощью которого, помимо прочего, рассчитывался показатель «эффективности» преподавателя на основе параметров содержательности, полезности и интересности его лекции, метод полярных профилей для характеристики личностных и профессиональных качеств, атрибутируемых преподавателям, а также «Шкала академической мотивации».

Результаты. В процессе социально-психологической интерпретации личности преподавателей студенты атрибутируют более позитивные личностные качества «эффективным» преподавателям, в сравнении с «неэффективными». Содержание когнитивных эталонов восприятия личности «эффективного» и «неэффективного» преподавателя воспроизводит конструкт психологии человека, соответствующий требованиям исполняемой деятельности, и включает характеристики профессионального, коммуникативного, нравственного и регуляторного потенциала. Когнитивный эталон восприятия личности «эффективного» преподавателя значительно более синкретичен, а атрибутируемые преподавателю оценки личностных и профессиональных качеств менее

дифференцированы, в сравнении с «неэффективным». Студенты, реализующие в учебной деятельности потребность в автономии, более независимы в оценках профессиональных и личностных качеств, атрибутируемых преподавателям, чем студенты с интроецированной и экстернальной мотивацией. *Заключение.* Результаты исследования могут использоваться при организации исследований и интерпретации данных, полученных в опросах, которые реализуются с целью оценки качества профессиональной деятельности преподавателей вузов на основе студенческих оценок.

Ключевые слова: когнитивный эталон, социальная перцепция, преподаватели, студенты, эффективность преподавательской деятельности

Introduction

Students always perceive and interpret a teacher's personality in the course of learning. Studies of the socio-perceptive dimension of teacher-student interaction at university clearly demonstrate that students' academic performance and their success in becoming professionals heavily hinges on how they perceive and understand the teacher's personality, as the teacher's image, which is formed as a result of social cognition, to a major extent regulates an individual's activity and interactions with others. Modern approaches to assessing teaching quality take into account the significance of the socio-perceptive dimension of the 'teacher-students' system. One of the ways to assess teaching quality is to analyze how students rate the teacher as a professional and a person (Andrushchak 2007).

In this context, the recent decades saw a spread of studies which focus on developing the models of the 'ideal' teacher image — the models that incorporate the qualities which students associate with the maximum effectiveness of education. Most typically, such studies involve creating sets (or rankings) of qualities possessed by an abstract teacher, who is variously described as 'exemplary' (Oshkina 2020), 'ideal' (Bashbaeva et al. 2016; Bernavskaya, Kleshcheva 2022), 'modern' (Osipova, Tolstoukhova 2022; Semenov et al 2020), 'effective' (Tatipang et al. 2022), 'having professionally-important qualities' (Guzhva 2022), etc. We can assume, with a high degree of certainty, that the resulting models in their main content follow the logic of social stereotypes — in particular, the assumption is supported by strong similarity between the 'ideal teacher' models obtained through surveying students in various years of study and of various specializations. In such models, the qualities related to professional, pedagogical and communicative competences prevail, along with (somewhat less often) the qualities of the teacher's moral and regulatory potential — it was shown both in publications mentioned above and in our own studies (Panferov et al. 2019b).

There is no doubt that the said qualities make a strong contribution to teaching effectiveness. However, there is a question that logically follows:

how accurate will students assess the teacher's personal and professional qualities when relying on their own direct interaction with a particular teacher instead of relying on common stereotypes about teachers in general?

An assessment that is directly based on students' socio-psychological interpretation of the teacher's personality is largely affected by cognitive patterns — i. e., the ideas that an individual (the subject of social perception) has about various objects of social reality and that underpin the classification of such objects in accordance with the foundations relevant to the individual's needs and experience. The 'pattern' concept was first used in psychophysics (Zaporozhets et al. 1967), but then it was quite soon integrated in the conceptual framework of social psychology, where A. A. Bodalev (Bodalev 1982), V. N. Panferov (Panferov 1982), V. A. Labunskaya (Labunskaya 1986) and others gave it a different, as compared to psychophysics, interpretation: they viewed a pattern as a 'measurement' that makes it possible to include an object of social cognition in a system of categories that are important for the subject (Bodalev 1982). Today the 'cognitive pattern' concept is understood as a tool used by the subject of social cognition to evaluate various social objects (including the individuals with whom the subject interacts), which makes its meaning close to the concept of cognitive schema which is primarily used in foreign studies (Hamilton 1981). However, it would be incorrect to fully equate a cognitive pattern to a cognitive schema — cognitive schemas are often considered to be formed through stereotyping (Grant, Holmes 1981; Taylor, Crocker 1981), while cognitive patterns may include some elements of stereotypes but are not reduced to them. Cognitive patterns reflect those qualities of perceived objects that are important for the subject, and not the ones that are typical. Further, the content of cognitive patterns becomes more complex as a result of the subject's socio-perceptive activity, while the content of social stereotypes, conversely, tends to become simpler.

As we have mentioned, students develop cognitive patterns in the process of socio-psychological interpretation of the teacher's personality. This

interpretation constitutes formation of judgments about the teacher — these judgments are based on perception and semantization of the teacher’s appearance and behavior, and manifest themselves in attribution of certain qualities to the teacher (Panferov et al. 2019b). In contrast to social stereotypes, cognitive patterns of perception are formed by students based on their direct experience of interacting with the teacher (Yakovlev 2021) — this is demonstrated, among other things, by the changes in the content of the patterns as experience accumulates (Kalashnikova 2020; Moussu 2010), as well as by the differences in the teacher’s image between students with different types of academic motivation (Panferov et al. 2019a; Cheremiskina, Rashchupkina 2019). We believe that it is the types of academic motivation that deserve close attention when performing a differentiated analysis of the cognitive patterns of the teacher’s personality perception by students, as it is the academic motivation that to the greatest extent reflects the current learning experience of students. Further, our earlier research showed that the socio-psychological interpretation of the teacher’s personality is mediated by students’ career plans (Panferov et al. 2020). In addition, we took into account ample evidence of the links between academic motivation and academic performance (e. g., Gubin, Akulov 2017; Lebedeva 2015; Wu 2019): these links are clearly demonstrated by studies of academic motivation performed in the methodological paradigm of the self-determination theory (e. g., Gordeeva et al. 2014; Clark et al. 2014). We also took into account abundant studies that show pronounced differences in the students’ perception of teachers perceived as ‘effective’ or ‘ineffective’ (Povarenkov, Slepko 2014; Tang et al. 2005).

We should note that the topic of this article was not addressed directly by any of psychology dissertations available on the website of the Higher Assessment Committee for 2012-23. There are eleven dissertations that focused on the work of university teachers and student-teacher interaction at universities: among those, there are two studies which are the closest to ours. One is devoted to the development of personality maturity in students as a result of changes in the style of teacher-student interaction — i. e., the transition from the ‘subject-object’ style characterized by unilateral transfer of information from the teacher to students to the personality development style characterized by joint value-oriented activity of the teacher and students (Klochkova 2016). The other is devoted to the analysis of the content of students’ academic motivation depending on the style of causal attribution (Davudova 2018). Perception

in interpersonal relations is explored, in varying depth, in 31 dissertations belonging to the same period, but the dissertations did not consider cognitive patterns of teacher perception by students.

Based on the above analysis, we formulated the purpose of this study: to describe cognitive patterns of perception of an ‘effective’ and ‘ineffective’ university teacher by students having different academic motivation. Studying the content of cognitive patterns is especially relevant today, when the emphasis in the teacher’s professional role rapidly shifts from being a ‘source of knowledge’ (which is increasingly losing importance as information becomes more easily accessible) to being a ‘transmitter’ of a personality model of a professional in the sphere of work corresponding to the discipline taught by the teacher (Guzhva 2022).

Materials and Methods

The article presents the findings of an empirical study that involved 30 teachers and 453 1st and 2nd year students of a pedagogical university. The students were asked to rate 15-minute lectures in their discipline of specialization delivered by a teacher whom they saw for the first time. The students used a 7-point Likert scale to rate such parameters of the lecture as ‘interest’, ‘richness of content’, ‘utility for future work’ and ‘readiness to attend lectures of this teacher in the future’. Further, the students were asked to: describe the teacher’s personality using the method of polar profiles that we described earlier (Panferov et al. 2019b); fill in the short version of an academic motivation questionnaire (Gordeeva et al. 2014) which includes the scales ‘cognitive motivation’, ‘motivation to achieve’, ‘introjected motivation’ and ‘external motivation’ interpreted in line with the self-determination theory; fill in a questionnaire designed to obtain data about the students’ current academic performance (average grade in the recent semester exams) and their career plans (whether they are going to work in the profession after graduation).

Based on averaged scores, we included in the subsequent analysis the data on eight lectures: four lectures that received the highest scores (5.74 to 6.82), and four, the lowest scores (2.10 to 4.01). The teachers who delivered the highest-rated lectures were labeled as ‘effective’, and the lowest-rated lectures, as ‘ineffective’. In addition to the lectures’ ratings given by students, we took into account the teachers’ age, gender and teaching experience when selecting material for further analysis. As a result, the teachers in the ‘effective’ and ‘ineffective’ groups were equalized as to their gender (50% men and 50% women in both groups),

mean age (45.32 and 43.95 years respectively) and teaching experience (16.10 and 15.42 years respectively). Subsequent analysis involved the data of only those students who rated the selected lectures. The final student sample included 118 people (mean age 19.12 years, 23.7% men and 76.3% women): 49 students rated 'effective' teachers, and 69, 'ineffective' teachers. It was established that the identified subgroups of students did not differ in terms of the level of academic motivation (Table 1).

The statistical analysis of the data was carried out using the Statistical10.0 set of software programs and involved: the calculation of descriptive statistics; exploratory factor analysis with subsequent Varimax rotation to describe structural characteristics of cognitive patterns of perceiving 'effective' and 'ineffective' teachers; comparative analysis to identify the differences in cognitive patterns' characteristics between students having different academic motivation; and correlation analysis to evaluate the interconnections between the characteristics of cognitive patterns of teacher perception by students, on the one hand, and students' academic performance, on the other hand.

Results

The analysis of descriptive statistics showed that students, when carrying out the socio-psychological interpretation of the teacher's personality,

naturally attribute more positive personal qualities to 'effective' teachers than to 'ineffective' ones. We identified statistically significant differences that support this conclusion for 28 items of the method of polar profiles, while for most other items the differences are identified only at the level of statistical tendency (Table 2).

Factor analysis of the qualities attributed to the personality of 'effective' and 'ineffective' teachers allowed us to describe the structure of cognitive patterns of students' perception of the teachers. In both cases, a nine-factor solution was obtained based on the diagrams of eigenvalues (Fig. 1) — however, there turned out to be significant differences in the content of factors singled out by analyzing the assessments given by different subgroups (Table 3).

As a result of factor analysis, we identified in the structure of cognitive patterns of perceiving an 'ineffective' teacher nine factors which contain variables showing a high degree of content homogeneity. These factors are: 1) moral potential, 2) professionalism, 3) loyalty, 4) communicative openness, 5) benevolence, 6) love of the profession, 7) stress resistance, 8) tolerance, 9) adequacy. As for the factors identified through analyzing the structure of cognitive patterns of perceiving an 'effective' teacher, their content homogeneity turned out to be lower; the identified factors were named as follows: 1) moral potential, 2) the teacher's integral

Table 1. Academic motivation in subgroups of students who evaluated lectures by 'effective' and 'ineffective' teachers (comparison by the Mann-Whitney test)

Types of academic motivation	Descriptive statistics for subgroups that evaluated:		Z	p
	lectures of 'effective' teachers	lectures of 'ineffective' teachers		
Cognitive motivation	17.29 ± 2.37	16.16 ± 3.75	-1.16	0.25
Motivation to achieve	15.06 ± 3.31	13.65 ± 4.37	-1.50	0.13
Introjected motivation	12.78 ± 3.97	13.09 ± 4.28	0.53	0.60
External motivation	10.14 ± 3.56	9.85 ± 4.22	-0.57	0.57

Табл. 1. Академическая мотивация в подгруппах студентов, оценивавших лекции «эффективных» и «неэффективных» преподавателей (сравнение по критерию Манна — Уитни)

Виды академической мотивации	Описательные статистики для подгрупп, оценивавших		Z	p
	лекции «эффективных» преподавателей	лекции «неэффективных» преподавателей		
Познавательная мотивация	17,29 ± 2,37	16,16 ± 3,75	-1,16	0,25
Мотивация достижения	15,06 ± 3,31	13,65 ± 4,37	-1,50	0,13
Интроецированная мотивация	12,78 ± 3,97	13,09 ± 4,28	0,53	0,60
Экстернальная мотивация	10,14 ± 3,56	9,85 ± 4,22	-0,57	0,57

Table 2. Socio-psychological interpretation of the personality of ‘effective’ and ‘ineffective’ teachers by students during lectures

Personality qualities attributed to teachers	Descriptive statistics for subgroups that evaluated:		Z	p
	lectures of ‘effective’ teachers	lectures of ‘ineffective’ teachers		
Inadequate	1.37 ± 0.73	1.74 ± 1.17	1.72	0.08
Polite	6.59 ± 0.81	5.91 ± 1.32	2.77	0.01
Unattractive appearance	2.41 ± 1.51	3.18 ± 1.59	2.91	0.00
Attentive	5.90 ± 1.21	4.44 ± 1.79	4.47	0.00
Unfriendly	1.84 ± 1.49	2.43 ± 1.25	3.09	0.00
Conscientious	5.92 ± 1.22	5.43 ± 1.51	1.75	0.08
Angry	2.04 ± 1.02	2.62 ± 1.34	2.13	0.03
Uninterested	1.53 ± 1.10	3.32 ± 2.08	5.03	0.00
Knows the subject	6.57 ± 1.04	5.29 ± 1.75	4.19	0.00
Unsociable	1.94 ± 1.48	3.30 ± 1.45	5.02	0.00
Competent	6.45 ± 1.04	5.29 ± 1.38	4.94	0.00
Creative	4.61 ± 1.34	3.63 ± 1.55	3.39	0.00
Does not like the profession	2.02 ± 1.41	3.31 ± 1.46	4.78	0.00
Charming	5.59 ± 1.22	4.34 ± 1.68	4.19	0.00
Uneducated	1.71 ± 1.38	2.22 ± 1.43	2.35	0.02
Objective	5.82 ± 1.27	4.76 ± 1.37	3.94	0.00
Irresponsible	1.78 ± 1.12	2.72 ± 1.51	3.80	0.00
Responsive	5.31 ± 1.46	3.97 ± 1.72	4.12	0.00
Closed	2.20 ± 1.49	3.84 ± 1.74	4.96	0.00
Callous	2.33 ± 1.11	3.37 ± 1.30	4.10	0.00
Professional	6.24 ± 1.09	5.12 ± 1.66	3.97	0.00
Non-punctual	2.15 ± 1.38	2.93 ± 1.49	2.70	0.01
Has a sense of humor	4.59 ± 1.53	4.09 ± 1.80	1.46	0.15
Nervous	2.04 ± 1.59	2.21 ± 1.54	0.78	0.44
Fair	5.53 ± 1.10	4.72 ± 1.20	3.44	0.00
Not resistant to stress	2.70 ± 1.65	3.19 ± 1.48	1.96	0.05
Loyal	4.84 ± 1.57	4.28 ± 1.76	1.64	0.10
Patient	5.39 ± 1.29	5.03 ± 1.28	1.36	0.17
Intolerant	2.43 ± 1.55	3.12 ± 1.29	2.66	0.01
Hardworking	5.69 ± 1.24	4.82 ± 1.55	2.98	0.00
Confident	5.69 ± 1.64	4.34 ± 1.93	3.77	0.00
Stupid	1.78 ± 1.43	2.38 ± 1.39	2.91	0.00
Faceless	2.41 ± 1.73	3.91 ± 1.84	4.48	0.00
Honest	5.57 ± 1.32	4.87 ± 1.35	2.55	0.01

Табл. 2. Социально-психологическая интерпретация личности «эффективных» и «неэффективных» преподавателей студентами в процессе лекционных занятий

Качества личности, атрибутируемые преподавателям	Описательные статистики для подгрупп, оценивавших		Z	p
	лекции «эффективных» преподавателей	лекции «неэффективных» преподавателей		
Неадекватный	1,37 ± 0,73	1,74 ± 1,17	1,72	0,08
Вежливый	6,59 ± 0,81	5,91 ± 1,32	2,77	0,01
Внешне непривлекательный	2,41 ± 1,51	3,18 ± 1,59	2,91	0,00
Внимательный	5,90 ± 1,21	4,44 ± 1,79	4,47	0,00
Недоброжелательный	1,84 ± 1,49	2,43 ± 1,25	3,09	0,00
Добросовестный	5,92 ± 1,22	5,43 ± 1,51	1,75	0,08
Злой	2,04 ± 1,02	2,62 ± 1,34	2,13	0,03
Не заинтересовывающий	1,53 ± 1,10	3,32 ± 2,08	5,03	0,00
Знает предмет	6,57 ± 1,04	5,29 ± 1,75	4,19	0,00
Необщительный	1,94 ± 1,48	3,30 ± 1,45	5,02	0,00
Компетентный	6,45 ± 1,04	5,29 ± 1,38	4,94	0,00
Креативный	4,61 ± 1,34	3,63 ± 1,55	3,39	0,00
Не любит свою профессию	2,02 ± 1,41	3,31 ± 1,46	4,78	0,00
Обаятельный	5,59 ± 1,22	4,34 ± 1,68	4,19	0,00
Необразованный	1,71 ± 1,38	2,22 ± 1,43	2,35	0,02
Объективный	5,82 ± 1,27	4,76 ± 1,37	3,94	0,00
Безответственный	1,78 ± 1,12	2,72 ± 1,51	3,80	0,00
Отзывчивый	5,31 ± 1,46	3,97 ± 1,72	4,12	0,00
Замкнутый	2,20 ± 1,49	3,84 ± 1,74	4,96	0,00
Черствый	2,33 ± 1,11	3,37 ± 1,30	4,10	0,00
Профессионализм	6,24 ± 1,09	5,12 ± 1,66	3,97	0,00
Непунктуальный	2,15 ± 1,38	2,93 ± 1,49	2,70	0,01
С чувством юмора	4,59 ± 1,53	4,09 ± 1,80	1,46	0,15
Нервный	2,04 ± 1,59	2,21 ± 1,54	0,78	0,44
Справедливый	5,53 ± 1,10	4,72 ± 1,20	3,44	0,00
Не устойчив к стрессу	2,70 ± 1,65	3,19 ± 1,48	1,96	0,05
Лояльный	4,84 ± 1,57	4,28 ± 1,76	1,64	0,10
Терпеливый	5,39 ± 1,29	5,03 ± 1,28	1,36	0,17
Нетерпимый	2,43 ± 1,55	3,12 ± 1,29	2,66	0,01
Трудолюбивый	5,69 ± 1,24	4,82 ± 1,55	2,98	0,00
Уверенный в себе	5,69 ± 1,64	4,34 ± 1,93	3,77	0,00
Глупый	1,78 ± 1,43	2,38 ± 1,39	2,91	0,00
Безликий	2,41 ± 1,73	3,91 ± 1,84	4,48	0,00
Честный	5,57 ± 1,32	4,87 ± 1,35	2,55	0,01

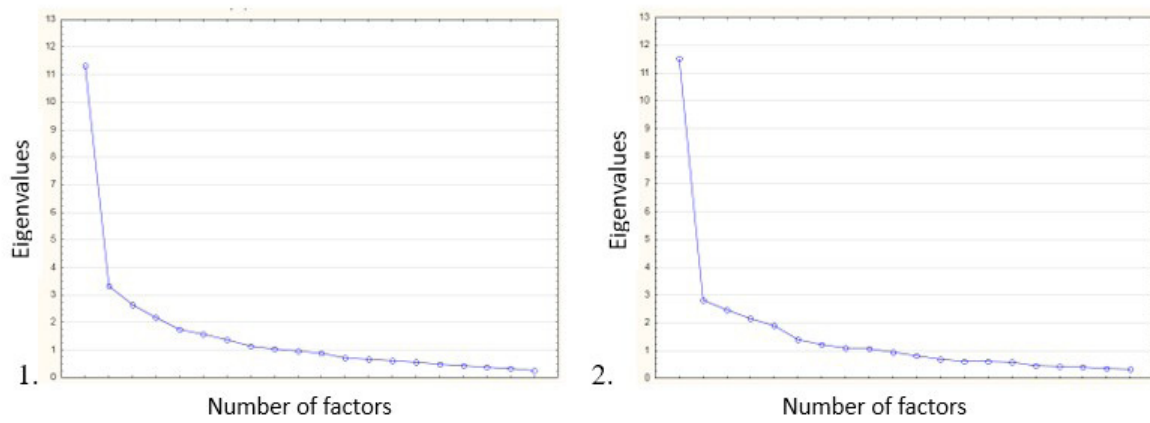


Fig. 1. Eigenvalues of factors identified in subgroups that evaluated the lectures of ‘effective’ (1) and ‘ineffective’ (2)

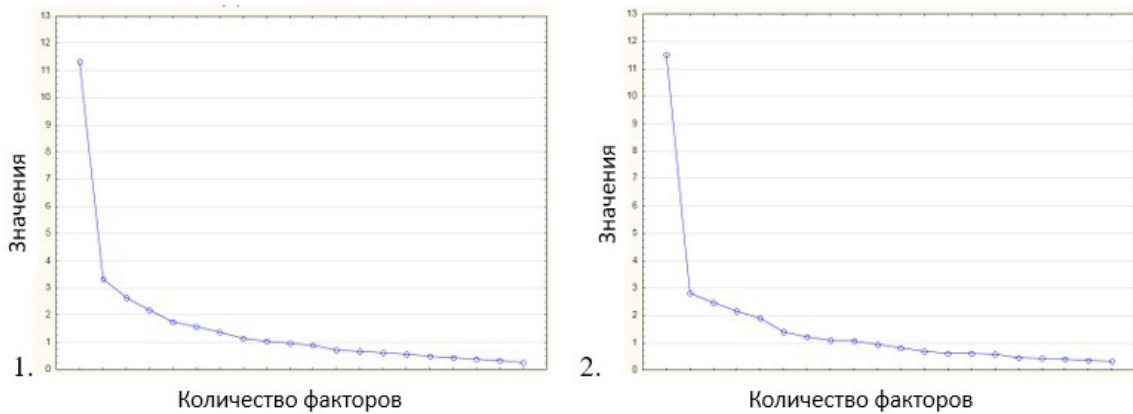


Рис. 1. Графики собственных значений факторов, выделенных на материале анализа оценок подгрупп, оценивавших лекции «эффективных» (1) и «неэффективных» (2) преподавателей

Table 3. Factorization of assessments of personal qualities attributed by students to ‘effective’ and ‘ineffective’ teachers

No.	‘Effective’ teachers		‘Ineffective’ teachers	
	The factor and its content	% variance	The factor and its content	% variance
1	Moral potential: evil (–0.81) patient (0.55) honest (0.81)	10.1%	Moral potential (–): objective (–0.61) fair (–0.82) honest (–0.87)	12.8%
2	The teacher’s integral attractiveness: outwardly unattractive (–0.67) charming (0.70) closed (–0.69) faceless (–0.67) knows the academic subject (0.69)	11.8%	Professionalism (–): does not arouse interest (0.60) knows the subject (–0.75) competent (–0.65) uneducated (0.67) professional (–0.52) stupid (0.56)	10.8%

Table 3. Completion

3	Attitude to work and students (-): uneducated (-0.68) does not like his or her profession (-0.77) unfriendly (-0.64)	8.6%	Loyalty: loyal (0.85) patient (0.55)	5.9%
4	Communicative openness: attentive (0.55) responsive (0.63) callous (-0.70) loyal (0.60)	7.5%	Communicative openness: unsociable (-0.72) responsive (0.62) closed (-0.77) has a sense of humor (0.63) faceless (-0.79)	5.0%
5	Sense of humor (-): has a sense of humor (-0.88)	5.3%	Benevolence (-): polite (-0.67) unfriendly (0.76) angry (0.70)	7.5%
6	Professional knowledge and professional position (-): professional (-0.71) stupid (0.63) intolerant (0.74)	9.0%	Love of the profession (-): does not like the profession (0.73)	4.9%
7	Stress resistance (-): nervous (0.81) not resistant to stress (0.84)	6.6%	Stress resistance (-): nervous (0.86) not resistant to stress (0.56) patient (-0.55)	5.9%
8	Performance of the professional role: inadequate (-0.55) uninterested (-0.77) unpunctual (-0.63)	8.0%	Tolerance (-): intolerant (0.83) callous (0.60)	8.3%
9	Sociability (-): polite (-0.60) unsociable (0.72)	6.6%	Adequacy (-): inadequate (0.88)	4.6%
Total	74.3%		75.4%	

Note: (-) — a factor with a 'reverse' interpretation.

Табл. 3. Результаты факторизации оценок личностных качеств, атрибутируемых студентами «эффективным» и «неэффективным» преподавателям

№ п/п	«Эффективные» преподаватели		«Неэффективные» преподаватели	
	Название и содержание фактора	% дисперсии	Название и содержание фактора	% дисперсии
1	Нравственный потенциал: злой (-0,81) терпеливый (0,55) честный (0,81)	10,1%	Нравственный потенциал (-): объективный (-0,61) справедливый (-0,82) честный (-0,87)	12,8%
2	Интегральная «преподавательская» аттрактивность: внешне непривлекательный (-0,67) обаятельный (0,70) замкнутый (-0,69) безликий (-0,67) знает предмет (0,69)	11,8%	Профессионализм (-): не заинтересовывает (0,60) знает предмет (-0,75) компетентный (-0,65) необразованный (0,67) профессиональный (-0,52) глупый (0,56)	10,8%

3	Отношение к профессиональной деятельности и студентам (-): необразованный (-0,68) не любит свою профессию (-0,77) недоброжелательный (-0,64)	8,6%	Лояльность: лояльный (0,85) терпеливый (0,55)	5,9%
4	Коммуникативная открытость: внимательный (0,55) отзывчивый (0,63) черствый (-0,70) лояльный (0,60)	7,5%	Коммуникативная открытость: необщительный (-0,72) отзывчивый (0,62) замкнутый (-0,77) с чувством юмора (0,63) безликий (-0,79)	5,0%
5	Чувство юмора (-): с чувством юмора (-0,88)	5,3%	Доброжелательность (-): вежливый (-0,67) недоброжелательный (0,76) злой (0,70)	7,5%
6	Профессиональные знания и профессиональная позиция (-): профессиональный (-0,71) глупый (0,63) нетерпимый (0,74)	9,0%	Любовь к профессии (-): не любит свою профессию (0,73)	4,9%
7	Стрессоустойчивость (-): нервный (0,81) не устойчив к стрессу (0,84)	6,6%	Стрессоустойчивость (-): нервный (0,86) не устойчив к стрессу (0,56) терпеливый (-0,55)	5,9%
8	Исполнение профессиональной роли: неадекватный (-0,55) не заинтересовывающий (-0,77) непунктуальный (-0,63)	8,0%	Терпимость (-): нетерпимый (0,83) черствый (0,60)	8,3%
9	Коммуникабельность (-): вежливый (-0,60) необщительный (0,72)	6,6%	Адекватность (-): неадекватный (0,88)	4,6%
Сумм.	74,3%		75,4%	

Примечание: (-) — фактор с «обратной» интерпретацией.

attractiveness, 3) attitude to work and students, 4) communicative openness, 5) sense of humor, 6) professional knowledge and professional position, 7) stress resistance, 8) performance of the professional role, 9) sociability. The aggregate contribution of the factors to the dispersion of variables made up 75.4% and 74.3% for the cognitive patterns of an ‘ineffective’ and ‘effective’ teacher respectively.

We compared the factor scores calculated for the respondents who have different academic motivation: no differences were found in the structure of cognitive patterns of perceiving an ‘ineffective’ and ‘effective’ teacher between subgroups of students differing in the parameters ‘going to practice the profession’, ‘cognitive motivation’ and ‘motivation to achieve’. As for the parameters ‘introjected motivation’ and ‘external motivation’, the differences are presented in Table 4.

The obtained results show that students with introjected motivation give higher rates to the stress resistance of an ‘ineffective’ teacher and lower rates to such a teacher’s adequacy and professionalism. In contrast, students with pronounced external motivation give higher rates to professionalism of an ‘ineffective’ teacher. Similar trends are identified for the socio-psychological interpretation of an ‘effective’ teacher’s personality for the parameter of stress resistance in the context of introjected motivation and the parameter of professionalism in the context of external motivation.

Correlation analysis did not show any statistically significant interconnections between academic performance of students and the scores of factors that describe the structure of cognitive patterns of perceiving ‘effective’ and ‘ineffective’ teachers.

Table 4. The values of the components of cognitive patterns in the perception of an 'ineffective' and 'effective' teacher in subgroups of students differing in the parameters of introjected motivation and external motivation (Mann–Witney test)

Analysis parameter	Averaged values of factors in subgroups of students		Z	p
	with expressed motivation	with unexpressed motivation		
Cognitive pattern of perception of an 'ineffective' teacher				
Introjected motivation	Factor 2 'Professionalism' (-)		2.08	0.03
	0.39	-0.18		
	Factor 7 'Stress Resistance' (-)		2.01	0.05
	-0.31	0.65		
	Factor 9 'Adequacy' (-)		2.08	0.03
	0.33	-0.15		
External motivation	Factor 2 'Professionalism' (-)		2.12	0.02
	-0.64	0.09		
Cognitive pattern of perception of an 'effective' teacher				
Introjected motivation	Factor 7 'Stress Resistance' (-)		2.21	0.04
	-0.60	0.15		
External motivation	Factor 2 'Professional knowledge and position' (-)		2.16	0.05
	-0.52	0.14		

Note: (-) — a factor with a 'reverse' interpretation.

Табл. 4. Выраженность компонентов когнитивных эталонов восприятия «неэффективного» и «эффективного» преподавателя в подгруппах студентов, различающихся по параметрам «интроецированная мотивация» и «экстернатальная мотивация» (сравнение по критерию Манна — Уитни)

Параметр анализа	Усредненные значения факторов в подгруппах студентов		Z	p
	с выраженной мотивацией	с невыраженной мотивацией		
Когнитивный эталон восприятия «неэффективного» преподавателя				
Интроецированная мотивация	Фактор 2 «Профессионализм» (-)		2,08	0,03
	0,39	-0,18		
	Фактор 7 «Стрессоустойчивость» (-)		2,01	0,05
	-0,31	0,65		
	Фактор 9 «Адекватность» (-)		2,08	0,03
	0,33	-0,15		
Экстернатальная мотивация	Фактор 2 «Профессионализм» (-)		2,12	0,02
	-0,64	0,09		
Когнитивный эталон восприятия «эффективного» преподавателя				
Интроецированная мотивация	Фактор 7 «Стрессоустойчивость» (-)		2,21	0,04
	-0,60	0,15		
Экстернатальная мотивация	Фактор 2 «Профессиональные знания и позиция» (-)		2,16	0,05
	-0,52	0,14		

Примечание: (-) — фактор с «обратной» интерпретацией.

Discussion

The obtained data demonstrate that students tend to rate personal and professional qualities of ‘effective’ teachers higher than those of the ‘ineffective’ ones. This trend has a non-differentiated nature — i. e., it is identified for all the parameters which were subject to rating. It is likely an example of the ‘halo effect’ that is extensively described in social psychology (Bodalev 1982). At the same time, the results of factor analysis allow us to assume that the said trend is primarily explained by a more syncretic perception of the personality of ‘effective’ teachers, while the personality of ‘ineffective’ teachers is interpreted in a more differentiated fashion.

This is indicated by the structure of factors that we identified when analyzing the array of scores given to the personal and professional qualities of ‘effective’ and ‘ineffective’ teachers. The factor structure that describes the cognitive pattern of perceiving an ‘ineffective’ teacher is interpreted significantly more unambiguously, and the biggest weight in it belongs to the characteristics corresponding to the teacher’s professional competence (the ‘professionalism’ factor) and the teacher’s attitude to and relationship with students (the factors ‘moral potential’, ‘tolerance’ and ‘benevolence’). The analysis of the cognitive pattern of perceiving an ‘effective’ teacher revealed the main role of the factor ‘the teacher’s integral attractiveness’ that includes the characteristics of professional and communicative competence as well as appearance; in addition, we identified a number of other factors that also include professional and communicative characteristics. On the one hand, these findings are in agreement with other studies which identify similar qualities in the structure of the teacher’s image formed by students (e. g., Bashbaeva et al. 2016; Bernavskaya, Kleshcheva 2022; Guzhva 2022; Osipova, Tolstoukhova 2020; Oshkina 2020; Semenov et al. 2020; Tatipang et al. 2022) — such qualities reproduce a human psychology construct that corresponds to the requirements of the activity in question (Panferov et al. 2019b). On the other hand, our findings demonstrate a more syncretic evaluation of different facets of the teacher’s image formed in instances where the teacher’s lecture was described as content-rich, useful and interesting. It may indicate that students who attend an ‘effective’ lecture interpret the teacher’s personality in a less differentiated manner, which may contribute to a less critical perception of the teacher’s professional and personal position transmitted ‘from behind’ the lecture’s

content. In contrast, students who attend an ‘ineffective’ lecture attribute personal and professional qualities to the teacher in a more differentiated way, which may probably help them perceive various aspects of the teacher’s professional and personal potential as being relatively independent from each other.

The study revealed that the types of academic motivation connected with the frustration of the need for autonomy and with a reduced incentive for learning (i. e., introjected motivation and external motivation (Gordeeva et al. 2014)) make the biggest contribution to the differences between individual components of cognitive patterns of perceiving the personality of ‘effective’ and ‘ineffective’ teachers. Students with external motivation tend to give higher rating to the teacher’s professionalism regardless of the quality of his or her lectures that they attended. It is likely a manifestation of the ‘role-based attribution error’, which encourages students with external motivation to take into account the teacher’s role as a teacher when rating his or her professionalism. In contrast, students with introjected motivation tend to give lower rating to the professionalism and adequacy of an ‘ineffective’ teacher, which is likely a result of the teacher’s failure to meet such students’ expectations. At the same time, students with introjected motivation also tend to give higher rating to the teacher’s stress resistance regardless of the effectiveness of the lecture, which might be a result of the students projecting their own deficits of emotional self-regulation. The study found no connections between the content of cognitive patterns of teacher personality perception by students, students’ career plans and academic performance. Together with our other findings, it allows the conclusion that the socio-psychological interpretation of the teacher’s personality by students is primarily mediated by the extent to which the students’ need for autonomy is satisfied, as manifested by the characteristics of their academic motivation. Certainly, this conclusion applies only to 1st and 2nd year students, as only such students took part in our study. The connections between the motivation of students in subsequent years of study and their cognitive patterns of perceiving the teacher’s personality are still to be researched. Future research may also focus on differentiated evaluation of how separate components of lecture ‘effectiveness’ (‘effectiveness’ was used as an integral indicator in the current study) contribute to the formation of cognitive patterns as well as to their variations. Further, future study may focus on the changes in the content of cognitive

patterns as students accumulate experience of interacting with the teacher.

Conclusion

Our study showed that students, when performing the socio-psychological interpretation of the teacher's personality, naturally attribute more positive personal qualities to 'effective' teachers as compared to the 'ineffective' ones. The study also demonstrated that the cognitive pattern of perceiving the personality of an 'effective' teacher is significantly more syncretic as compared to that of perceiving an 'ineffective' teacher. Further, students who score high on externality of motivation tend to overestimate the teacher's professional qualities, while students with introjected motivation tend to overestimate the teacher's stress resistance and underestimate his or her professionalism and adequacy. This allows the conclusion that those students whose need for autonomy is satisfied in the course of study are more independent in their rating of professional and personal qualities attributed by them to teachers, while, regardless of the type of student motivation, the cognitive pattern of perceiving an 'effective' teacher is less differentiated, which may reduce the rating accuracy. These findings should be used when conducting student surveys to evaluate university teachers' performance.

Conflict of Interest

The authors declare that there is no conflict of interest, either existing or potential.

Конфликт интересов

Авторы заявляют об отсутствии потенциального или явного конфликта интересов.

Ethics Approval

The authors declare that the study complies with all ethical principles applicable to human and animal research.

Соответствие принципам этики

Авторы сообщают, что при проведении исследования соблюдены этические принципы, предусмотренные для исследований с участием людей и животных.

Author Contributions

The authors have made an equal contribution to the preparation of the publication.

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