Elements of the Personality Profile of Primary and Pre-School Education Students

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ABSTRACT The aim of this research was to investigate personality traits that point out some aspects of the psychological profile of the students in Pedagogy of Primary and Pre-school Education study program from the University of Oradea (N=93). The research tool was Students' practical training effectiveness questionnaire, from which we used items 14 and 15. Data analysis shows the highest averages for the following statements: I consider myself a valuable person (a=4,31, s.d.=.94), I don't consider myself a looser (a=4,16, s.d.=.98), while the lowest is for I always try to achieve academic performance, but there are always impediments (a=2,27, s.d.=1.001). On the other hand, students consider themselves as hard-working (a=5,03, s.d.=1,22), good-humored (a=4,85, s.d.=1,12) and creative (a=4,77, s.d.=1,12), but only a few as talkative (a=4,03, s.d.=1,42) and relaxed (a=3,71, s.d.=1.44). Data analysis was also conducted according to year-of-study criterion, but there were no statistically significant differences. The overall conclusion is that students self characterize by some positive traits that do not change during their initial study training.

INTRODUCTION

The Romanian scientist Mielu Zlate [1] thinks there are four perspectives/approaches in the evolution of personality theories and ideas. One is the atomistic perspective (it focuses on the division of personality into its characteristic components – temperament, skills, character – for a better understanding of the way it functions or identification of its fundamental element). A second perspective is the structural one; it is not centered on the component elements, but on personality as a whole, by trying to identify the way these components are organized, categorized (personality becomes "a group of characteristics"). The systemic perspective is the third; it is rooted in the idea that personality is "like a system, a group of elements that have an orderly interaction, thus a non random one" [1, p.16]. From this perspective, personality is defined as "the superior integrative unit that serves as a reference framework for the study and interpretation/understanding of the various dimensions of the psychic system, as a highly ordered system that cannot be reduced or confused with the psychical processes of functions" [2, p.99]. The social perspective, the forth one, is directed towards the "understanding of the actual/real personality, as it is seen in social particular situations and happenings, within the system of collective interrelations and psychology, according to (…) its roles and status, to its levels of aspiration and expectation, to the structure of its attitudes and opinions" [1, p.18].

In Constantin T. book [3], Cole defined a person's personality as "the total pattern of his/her own ways of thinking, feeling and behaving and which forms his/her distinctive way of relating to the environment". In this pattern, personality characteristics/dimensions are seen as fundamental subdivisions of a human being, alongside the physical and cognitive skills, as well as others considered as "raw material" in the development of personality. But there is no unanimously accepted definition of personality.

From the various definitions of personality, two key aspects are underlined and accepted: a. the existence of a relative stability of personality traits throughout life; b. the existence of a constancy of individual behaviors in similar situations.

Taking this as a starting point, research data supports the explanatory value of personality traits, on one hand, by certifying their stability in time (which opens the possibility of long term predictions) and, on the other hand, by showing a covariance pattern of repetitive and distinctive traits [4].

Personality, as it is structured in ontogenesis, is subject to endogenous (basic tendencies – hypothetical concepts that are not directly noticeable, but that can be inferable) and also exogenous (environmental) influences. A person's socio-cultural developmental background, his/her life events and his/her positive or negative impairments are external influences. Taking this idea as hypothesis, our research aims at identifying the existing differences between subjects according to year-of-study criterion. Although our research tool is not a standardized one in the field of personality assessment, research data help in shaping some aspects of the profile of Pedagogy of Primary and Pre-school Education (here on PPPE) students from the University of Oradea.

RESEARCH METHODOLOGY
Research Goal
The goal of this study is to underline profile characteristics of PPPE students from the University of Oradea. It also aims to see the existing differences between students, based on the results for the questionnaire's items, according to year-of-study variable.

Subjects
There was a number of 93 female subjects, PPPE students from the University of Oradea, between 18 and 37 years of age, the age average being 20,84.

Research Tool
The research tool was Students' practical training effectiveness questionnaire, from which we used items 14 and 15, each having various sub-items, all related to students' personality traits assessment.

Item 14 has 8 sub-items related mainly to students' self-esteem (eg. I consider myself a valuable person; I don't consider myself a looser), while item 15 has a set of 14

character traits set in bipolar pairs, students choosing the most suitable answer on a 6-variant answer item on a Likert scale (eg. talkative-quiet, emotionally stable-emotionally unstable, friendly-lonely).

Research Methodology
All subjects filled the questionnaires individually, being assured of the confidentiality of their answers.

Research Results
Data analysis was conducted by SPSS, version 18, for Windows.

The results for students' personality traits (item 14 from our questionnaire) show that the highest averages are for the following statements: I consider myself a valuable person (a=4,31, s.d.=.94), I don't consider myself a looser (a=4,16, s.d.=.98), All in all, I am satisfied with myself (a=4,1, s.d.=.74), while the lowest is for I always try to achieve academic performance, but there are always impediments (a=2,27, s.d.=1.001).

Results for students' character traits (item 14 from our questionnaire) show that students consider themselves as hard-working (a=5,03, s.d.=1,22), good-humored (a=4,85, s.d.=1,12) creative (a=4,77, s.d.=1,12) and mediators (a=4,66, s.d.=1,31), but only a few as talkative (a=4,03, s.d.=1,42) and relaxed (a=3,71, s.d.=1.44).

To underline the difference degree of students' self characterization, we made a comparative analysis of the results of the items of the questionnaire according to year-of-study criterion. The research tool was ANOVA Unifactorial which did not show statistically significant differences. The findings are presented in tables 1 and 2.

Table 1. ANOVA Unifactorial, according to year-of-study variable, for item 14 from Students' practical training effectiveness questionnaire

ITEMS	df	F	p
All in all, I am satisfied with myself	2	.627	.537
I don't consider myself a looser	2	.740	.480
I consider myself a valuable person	2	.887	.415
I have character traits	2	.594	.554
I am rarely proud of myself	2	.162	.851
I always try to achieve academic performance, but there are always impediments	2	.289	.750
Even if I try harder than others, I cannot achieve the same performance as my peers easily achieve	2	.231	.794
It is of no use to study hard because I will not succeed	2	2,023	.138

Table 2. ANOVA Unifactorial, according to year-of-study variable, for item 15 from Students' practical training effectiveness questionnaire

Items	Df	F	p
Quite	2	,432	.650
Attentive	2	2,021	.139
Relaxed	2	1,079	.344
Creative	2	2,270	.109
Orderly	2	1,111	.334
Good-humored	2	1,905	.155
Hard-working	2	,500	.608
Artistic	2	,122	.885
Sociable	2	,683	.508
Mediator	2	2,574	.082
Emotionally stable	2	,837	.436
Robust	2	2,979	.072
Imaginative	2	,283	.754
Scrupulous	2	,458	.634

Conclusions
Our findings show that PPPE students from the University of Oradea think of themselves as having positive personality traits: hard-working, mediator, creative, and a high self-esteem. If personality traits underline students' behavior and acting in life, these research data can be used by university teachers to understand the way students generally relate to their tasks within the teaching/learning-assessment process (hard-working, creativity), the way they generally solve conflicts (mediator, emotionally stable) or to understand the general climate given by their mood (good-humored).

The subject students have a high self-esteem; the highest averages were for the items referring to the value of one's person.

Research results did not underline statistically significant differences between students according to year-of-study criterion, which means that personality traits are present from the beginning of the 1st year of study and they do not chance during their college development.

These finding are to be guidelines for further researches and studies aiming to understand students' personality traits by standardized tests and by teachers' adequate attitude within the teaching/learning-assessment process towards students' personality traits.

REFERENCE [1] Zlate, M., (2002), Eul şi personalitatea, Trei Publishing House, Bucharest [2] Golu, M., Dicu, A., (1972), Introducere în psihologie, Editura Ştiinţifică, Bucharest [3] Constantin, T., (2012), Pregătirea şi realizarea evaluării psihologice individuale. Norme, metodologie şi proceduri, Polirom Publishing House, Bucharest [4] Minulescu, M., (1996), Chestionarele de personalitate în evaluarea psihologică, Garell Publishing House, Bucharest