

THE DYNAMIC-ENERGETIC SIDE OF STUDENT'S PERSONALITY AND ITS ROLE IN SCHOOL SUCCESS

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Abstract:

The purpose of this paper is to draw the teachers' attention on the importance of gaining insight into the dynamic-energetic side of students' personality and using the most appropriate educational methods and strategies to help them achieve success in school. This research may constitute the future basis for certain investigations regarding the actual support that each type of temperament may offer in the process of education in order to build up a desirable character within society and to achieve school and career success. The method employed in the study was that of the psychological questionnaire focusing on establishing the type of temperament and the students' perception on the involvement of temperament awareness in school success. The value of this research does not reside in the increasing novelty of the subject, since starting with Hippocrates and Galen people had already known about the characteristics of temperaments, but in the redefining of this aspect in an educational, pragmatic context. The limitations of the research comprise a quota sampling of only 60 students, whereas the study may unfold on a larger scale to gain more statistic relevance. The results of the investigation under scrutiny emphasize the students' belief that personality and psychological potential constitute the basis of academic success to which the teacher contributes through knowledge application. Their view elicits the fact that there are deficiencies in using temperament as a learning pillar, claiming that some dominant types are at advantage compared to others in the process of acquisition. The study is useful mostly for teachers with a propensity for students' academic success through the efficient and favorable use of their dynamic energy potential. The paramount importance of the research in question resides in the motivation of teachers to gain insight into the different temperaments of pupils and use them to achieve an increased rate of efficiency in the process of education.

Key words: academic success, personality, temperament, education

INTRODUCTION

School or academic success is what each of the participants in the educational context sets as a target corollary to the instructive-educational process. In order to achieve success all factors involved in the educational mechanism should be taken into account. A factor of paramount importance is the pupil's personality.

T. CREȚU (1987) QUOTE BY ANUCUȚA L. (1999) carried into effect a structural-systemic model of personality comprising four main components: the orientation subsystem (the view on life and the world, self-image, personal views, life goals, etc), the subsystem of self-tuning/values (character), the substantial energy subsystem (the type of superior nervous activity, the type of temperament, etc.), the instrumental subsystem (the level of process development and psychological functions, the degree of skill, capacity, and ability development, etc.).

The psychological process of knowing the pupils should be focused on these elements as well as on the relation between them in a twofold manner:

- empirical - through direct, routine behavior observations;
- scientific, objective, organized, systematic, carried into effect by means of a research methodology that meets certain development criteria.

The psychological process of knowing the students is of paramount importance and even necessary from several points of view. A better approach to knowing pupils is compulsory in order to realize that they need to be treated differently, individually, during the instructive-educational process.

Being familiar with the individual characteristics of each student, the trainers will be able to provide the proper conditions for the acquisition process; they will be able to choose the most appropriate course of action in pedagogical assistance and intervention.

A better cognizance of students allows the teacher to anticipate, identify and ferret out the source of difficulties involved in the process of learning, as well as to intervene in finding efficient solutions to these matters. On the other hand, the psycho-pedagogical cognizance of students allows singling out the ones who have achieved academic success, involving them appropriately and as early as possible in the instructive-educational activities.

In order to label temperaments, teachers should focus their attention on the intensity and frequency of their reactions, their physical or intellectual work capacity, their emotional status, sensitivity, the capacity of overcoming difficulties, adaptability, coherence and cohesion in speech, the capacity of exteriorization.

In addition to observing, other methods of identifying temperamental features include: questionnaires of identifying temperament types, analysis of student activity results, etc. There are behavior patterns according to which temperament can be recognized.

The characteristics of students who belong to the sanguineous temperament are as follows: great working capacity, curiosity, propensity towards everything that is new or fresh, easy assimilation of information, capacity to tackle and solve various problems, deficient focus capacity which leads to a short term acquisition of knowledge, coherent, confident, stressed, expressive, fast-pace use of language, rich vocabulary (the talkative type of person). This type is predominant within strong and healthy students with a great working capacity which, if not made use of, will engender a languid mood.

The characteristics of students who belong to the choleric temperament are as follows: agitation and gaiety, unable to hold back their energy, swinging moods, incapacity to focus on an object, situation which makes them dependent on help during the process of learning, fast, explosive use of language with constant breaks (they are often at a loss for words), chaotic moves and reactions, unrest as consequence of fatigue and disinclination.

The characteristics of students who pertain to the phlegmatic temperament are as follows: inertness display of the fundamental nervous processes, capacity to perform physical and intellectual activities, perseverance, quiet, tranquility, capacity to react only if challenged or asked to respond, patient with the people around them, but contained, disciplined, cautious, hard to adapt, idle, a need to repeat in order to acquire information, capacity to remember for a long time the information acquired, calm manner of talking with few gestures and lack of expressive mimic, display of balanced emotional moods which are not exteriorized, as well as slow reactions deprived of dynamics.

The characteristics of the pupils pertaining to the melancholic temperament are as follows: low self-endurance to physical and intellectual effort, as well as low capacity of concentration in conversation, inexpressive mimic, repetition as means of learning, however, the information acquired will only be remembered for a brief period of time, poor vocabulary, inexpressive voice, use of simple sentences in utterance, but an outstanding capacity of subtle analysis actions, patient, meticulous, detail-oriented, open, optimistic, and ready to act when finding themselves in a friendly, comfortable environment.

MATERIAL AND METHODS

A questionnaire determining the type of temperament was used, as well as a questionnaire for the analysis of students' perception on education and most importantly on the involvement of temperament in school success. The quota sample comprised 60 students in the 12th grade from Timisoara, 36 girls and 24 boys.

RESULTS AND DISCUSSIONS

As a result of applying the questionnaire, we have obtained the following:

Table1

Types of temperament (score obtained, %)

Temperament	Score of girls	%	Score of boys	%	Total score	Total G+B %
Sanguineous	75	47,46	83	52,53	158	29,31
Choleric	64	46,04	75	53,95	139	25,78
Phlegmatic	64	49,23	66	50,76	130	24,11
Melancholic	54	48,21	58	51,78	112	20,77

It may be noticed from the above table 1 that according to the students' assessment the sanguineous temperament takes the first place with a score of 158 points (75 points for girls and 83 points for boys), followed by the choleric temperament (139 points) out of which the boys score higher with a figure of 75 points as opposed to the girls who score 64 points; on the other hand, the boys who assess themselves as being phlegmatic outnumber the girls with a score of 66 as compared to the girls (64 points). This type takes the third place. The melancholic temperament obtains only 112 points with a similar score for both boys and girls (54 for girls and 58 for boys). (Table1,figure 1)

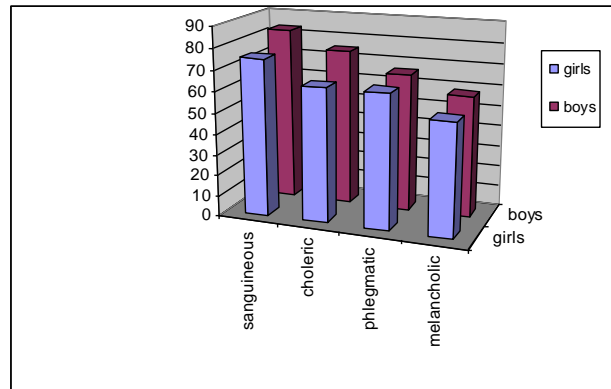


Figure 1 The obtained score for each type of temperament.

Taking into account the fact that we are not influenced solely by one type of temperament, but usually two of them predominate, the dominant combination with the highest score (45%) was encountered to be between the sanguineous and choleric types which is very likely to happen since they share both positive and negative common features.(figure2)

The combination between choleric and melancholic (23%) and between choleric and phlegmatic (20%) obtained a lower score since the choleric temperament on the one hand and the melancholic, phlegmatic temperaments on the other hand share little common features, some of which may even exclude the others.

Albeit theoretical similarities between the phlegmatic and melancholic temperaments, in the quota samples of the questionnaire results this combination scored the fewest points (12%) among all variants.

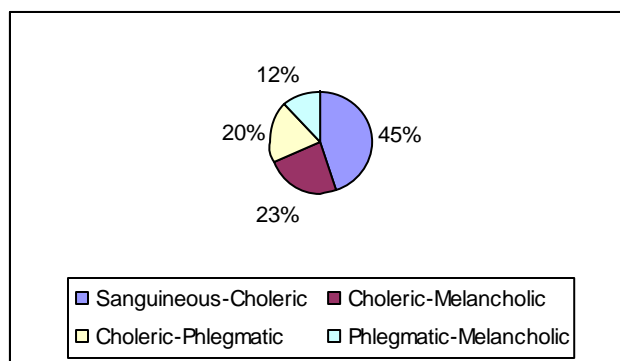


Figure 2 The score of the dominant combinations

In the applied questionnaire regarding the pupils' perception on school success, the answers indicated that the most important factor in attaining this challenge is the student itself (62%). The teacher with his/her use of pedagogical strategies and methods (26%), followed by

the family and the environment (10%), as well as other factors (2%). An important percentage of the students believe that temperament is not sufficiently understood and used to highlight the success (67%), as opposed to those who claim the contrary (33%). The majority of students who filled in the questionnaire assert that students with a sanguineous temperament are at advantage (44%) in the educational process due to open social communication as well as the phlegmatic persons (31%) due to their calmness and the reputation of tranquil attitude children which is highly appreciated in school. Nevertheless, the choleric persons may also have drawbacks due to the energy and lack of patience manifested, creating an image of mischievous children, while the melancholic representatives may also experience drawbacks in the educational process due to their sensitivity and internalization.

The teacher should master the knowledge and the vocation to react adequately and cater to the students' needs. For each type of temperament, specific situations may be created in order to attach value to the best qualities of one's own temperament.

For instance, the teacher should react as follows in relation to sanguineous students: form questions and presentations in an appealing manner to catch their attention, the sanguineous students learn mainly on concrete, intuitive grounds, they need practicing details to dig deeper into certain subjects, inserting more breaks in the teacher's display of information to refresh the memory, they need more surveying and enhanced assessment, as well as constant appreciation and highlighting their achievements, personal motivation by admiring a personality in the field of study.

In dealing with phlegmatic students, the teacher should: suggest parents how to give them various tasks in order to prevent them from becoming idle, to set targets, tables of chores followed by self-assessment, participate in mobility activities (sports), give them the chance to participate in other students' interest activities and spend time with them, thus their personal interest may as well be aroused, being appreciated and rewarded for what they do.

In handling choleric students, it is important that the teacher should: show calm involvement, earn his/her the respect and authority, talent and capacities without displaying insecurity regarding his/her knowledge and understanding, enhance students' patience by placing obstacles in their learning process, demanding things that involve effort, feeding information in a more dramatic way to attract their attention, underscore the power, courage, and understanding of great personalities and even characters.

In relation to melancholic pupils, the teacher should: get involved at a more personal level so that the melancholic type of student will forget about him/herself. The melancholic type of pupil should not be cheered up; he/she is at peace when listening to other people's strife. The teacher should pay attention to the choice of words and the tone of voice since this type of students are sensitive, and thus liable to be easily offended, he/she should sincerely and affectionately appreciate their work since they become motivated when encouraged, sometimes they convert positive comments into offences. Such pupils should get a clear schedule of activities including the place and dates, while the dates should be more clearly highlighted.

CONCLUSIONS

Being successful in school relies on several factors, but the main one which should not be neglected is the pupil with his/her personality and psychological characteristics.

Temperament knowledge helps diminish negative influences as well as emphasizing the positive aspects through education.

The force of temperament attaches individuality, distinguished one person from the rest, thus, it constitutes an aspect of utmost importance in education.

Actions again temperament should not be taken, but on the contrary, temperament should be used as an advantage in education, we should rely on what the children have and not what they lack.

The crux of art education resides in the conscious activity of the teacher on his/her own temperament. The teacher should know him/herself and set a good example for the pupils from a personal perspective as well.

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