

ASPECTS CONCERNING THE IMPACT OF DYNAMIC-ENERGETIC PERSONALITY ON THE EDUCATIONAL PROCESS

ASPECTE PRIVIND INFLUENȚA LATURII DINAMICO-ENERGETICE A PERSONALITĂȚII ÎN PROCESUL DE ÎNVĂȚĂMÂNT

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Abstract. The study aims at emphasising the necessity of knowing temperamental features of the human factor directly involved in the educational process: student and teacher. Their use in the educational process results in an increase of efficiency. The educational process is by excellence the result of the interaction between teacher and student, student and student, etc. Both education and training depend on the existence of a positive inter-relationship, of an efficient partnership. Though it relies on the nervous system features, and hereditarily determined, in biological terms temper is considered a pheno-typical result; temper features have nothing to do with fatality, they can be changed through activity, education, and self-education. In order to carry out the study, we used the temper typologies described in literature, psychological questionnaires meant to determine the temper type, and psychological experiment. The research opens a perspective on the size of the temper features impact on the educational process and on its efficiency. The results of this study can be a theoretical aid for the teachers in practical activities with the students and, at the same time, a milestone in self-regulation.

Rezumat: Studiul își propune să evidențieze necesitatea cunoașterii trăsăturilor temperamentale ale factorului uman implicat direct în procesul de învățământ: educabil și educator. Utilizarea acestora în procesul instructiv-educativ determină creșterea eficienței sale. Procesul de învățământ este prin excelență rezultatul interacțiunii profesor-elev, elev-elev. Atât instrucția cât și educația sunt dependente de existența unei inter-relaționări pozitive, a unui parteneriat eficient. Deși are ca substrat caracteristici ale sistemului nervos, fiind în mare parte dator eredității, în termeni biologici temperamentul este considerat a fi o rezultată fenotipică, trăsăturile de temperament nu sunt o fatalitate, ele sunt modificabile prin activitate, educație și autoeducație. Pentru realizarea studiului, am folosit tipologiile temperamentale descrise în literatura de specialitate, chestionare psihologice pentru determinarea tipului temperamental și experimentul psiho-pedagogic. Cercetarea deschide o perspectivă privitoare la dimensiunea influenței trăsăturilor temperamentale asupra procesului de învățământ și a eficienței sale. Rezultatele acestui studiu pot fi un sprijin teoretic al profesorilor pentru activitățile practice cu educabilii și în același timp un reper pentru autoreglarea personală.

Key words: dynamic-energetic aspect, personality, education, and psychological knowledge

Cuvinte cheie: latura dinamico-energetica, personalitate, educație, cunoaștere psihologica

INTRODUCTION

An efficient training and educational activity should be guided by the knowledge of multiple aspects of students' personality, by the optimal ways of influencing and shaping them. Knowing and educating students are intertwined: we had better educate them if we know them and we know them better if we educate them. Temper is the dynamic-energetic aspect of personality that marks conduct. The warmth of our activities can enhance us or hinder us, can help us or disturb us in the educational process. It has a strong biological hint, representing our

individuality and it depends on our native heredity (the fundamental features of the nervous system) and it is the most rebellious to education. Temper is present in our entire conduct through indices such as impressiveness (depth of feelings), impulsiveness (the sudden character of our experiences), tempo (the frequency of experiences per time unit), expressivity (in speaking, in writing), influencing the entire educational approach.

MATERIAL AND METHOD

The goal of the research is to determine the frequency of the different types of temper in order to know for sure the main trends in students' personality at the Agricultural and Veterinary University of the Banat in Timisoara, for an efficient educational interaction.

The objectives of the research are: to determine the share of classical temper types and to interpret the results thus obtained; to determine strong trends of students' personality and to interpret the results thus obtained.

The hypothesis of our research consisted of the supposition according to which, though there is a strong variability of the natures, some are more or less present, so that it is necessary to know this temper diversity from a group to another to approach education properly.

The research methods consisted in applying two psychological questionnaires together with observing.

1. The questionnaire to determine the classical temper types as suggested by Radu (1999) has 22 items pointing out the individual characteristics related to the force, the balance, and the mobility of the cortex upper nervous activity manifest through behaviour.

2. The PA questionnaire suggested by the author of the study concerning trends and strong personalities has 84 items and it concerns aspects of personality that can be ultimately be included among the 10 main aspects specified in the study, i.e.: demonstrativeness, hyper-exactness, hyper-perseverance, lack of control, dystimy, cyclotimy, exultation, anxiety, and emotiveness. Each normal, health person has stronger trends to different psycho-behavioural manifestations as well as to certain types of psychophysical diseases. Knowing this as well as knowing the fact that the environment plays an important role in these trends turning into pathological ones during the educational process, we should underline the important role of knowing and observing the different requirements of the students' personality in a differentiated and individualised educational system.

The sample was made up of 120 students of the Agricultural and Veterinary University of the Banat in Timisoara that attended courses of psychology of education within the Department for Training Teaching Staff.

Temper features have been known ever since Antiquity by Hippocrates and Galen, who tried to describe them and to explain the differences between temper types based on the different proportions of liquids in the human body. Upon application of the questionnaire to determine classical tempers, we got the following results:

Sanguine temper ranks third and second in our study. Sanguine temper, determined by the predominance of the blood, represents air and is inflamed, violent, and unstable as spring; educational demands for the sanguine type concern the valorising of scientific curiosity, avoiding shallowness, balancing logorrhoea trend, etc. After Remplien, among positive traits of the sanguine temper, we should mention optimism, sociability, activism, expressivity, open character, etc., while negative traits would be fluctuating and evenness if the feelings, weakness and instability of the feelings, instability, strong expressiveness, etc.

Choleric temper is determined by yellow bile and is the representative of fire; for educable choleric we need to educate patients, to avoid irritability, to control oneself verbally and from the point of view of the motility, etc. The choleric counts, among his positive traits,

richness and intensity of reactions, intensity of affective processes, the pleasure of facing difficulties, and strong volitive traits, while among his negative traits we should mention excitability, irritability, aggressiveness, fury, impatience, a tendency to be dominating, a tendency to disobey, etc. This kind of temper ranks 2nd.

Phlegmatic temper, determined by phlegm, represents water and, therefore, winter moisture. Phlegmatic students should be assigned homework to fit them i.e. that use their entire intellectual potential, that avoid laziness, etc. The positive traits of a phlegmatic are: balance, coolness, the tendency to be friendly, tolerance, patience, perseverance, strong volitive traits, etc., and the negative traits are lower reactivity and adaptability, poorer affective processes, the tendency to stereotypy, monotony, commodity, etc. This temper does not rank either one or two among the tested students' temper configuration.

The *melancholic temper* is determined by black bile and represents the earth and autumn. The student which is mainly melancholic need an enhancing, securing, and pleasant learning environment, the solving of failure situations as realistically as possible, openness towards the others, relativisation of seriousness, etc. The melancholic type has as positive traits seriousness application, submission, perseverance, etc., and as negative traits pessimism, lack of sociability, anxiety, sadness, the feeling of being inferior, low adaptability and mobility, poor reactivity, etc. In our study results (Table 1, Figure 1) show that most students have this dominant temper type.

Table 1

The dominant temper type

| Specification | Temper | | | |
|-----------------------------|----------|----------|------------|-------------|
| | Choleric | Sanguine | Phlegmatic | Melancholic |
| Predominant temper | 16.66 | 40 | 3.33 | 46.66 |
| 2nd place | 40 | 33.3 | 26.66 | 26.66 |
| 3rd place | 30 | 26.66 | 40 | 16.66 |
| 4th place | 13.33 | 0 | 30 | 10 |
| Total | 100% | 100% | 100% | 100% |

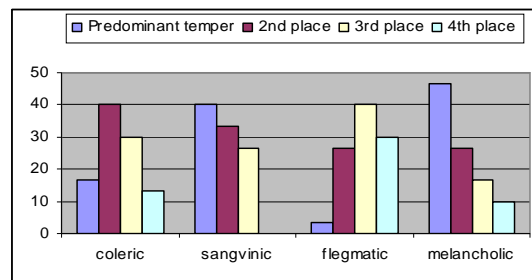


Figure 1. Classical temper types predominant in the sample

Most people have a combination of behavioural traits, of which some are dominant. No matter how educated, an individual uncovers his true temper in limit situations. However, no matter the type of temper characteristic to each individual, it is important to know that all the types are productive and, last but not least, educable. Teachers should rely in their activity on the traits of each temper, using the positive traits of each of them and avoiding developing

negative tendencies. The temper features of the students can be defined by monitoring their psychic conduct and on the ground of some specific research methods (tests, laboratory experiments, the biographic method, etc.). Because of heredity, education can only be done in time on the ground of systematic exercises, directed in three directions: strengthening the balance (in choleric), increasing reactivity (in melancholic), and increasing mobility (in phlegmatic). As for the results in Questionnaire PA, it identifies the strong tendencies of the different subjects, that make up a certain image and imprints them certain behaviour.

Karl Leonard's typology contains the following types:

The **demonstrative** type. He has a normal capacity of rejecting, taking things out of his conscience, forgetting unpleasant elements of his experience. He has the following traits: phoniness, self-praising; he inhibits the unpleasant feeling of praising himself, the fear of being disapproved by the others and, as such, makes up a beautiful aura and enjoys it; the tendency to show off, to stir an interest doubled by respect; he ignores shyness or shame when he is the focus of everybody's attention, keeping proud and happy even when this attention is partially reprobative; the tendency to impress; the tendency to be self-content; the tendency to self-pity, to martyrdom. Since he tends to reject future drawbacks, he can make hasty decisions. He can be interested, nice, and kind to people he can use, but he does not hide his selfishness, his pleasure to stir the waters, to solve differences by stirring people, his gossiping nature, his desire to please his interlocutors, etc. He is generally perceived as a nice person, deserving to be loved, as he only reveals his positive side of personality. His positive traits are empathy, adaptability to other people, good negotiator between people, artistic skills (actorship). In our study there are significant results (32.55%, which ranks this temper last.

Table 2

Strong tendencies percentage

| No. | Strong tendencies | Percentage | Place |
|------|--------------------|------------|-------|
| X | Emotiveness | 93.02 | 1 |
| III | Hyper-perseverance | 83.72 | 2 |
| V | Hypertimia | 74.41 | 3 |
| VII | Cyclotimia | 69.76 | 4 |
| VIII | Exaltation | 65.11 | 5 |
| IX | Anxiety | 55.81 | 6 |
| II | Hyper-exactness | 46.51 | 7 |
| IV | Lack of control | 37.2 | 8 |
| VI | Dystimia | 37.2 | 8 |
| I | Demonstrativeness | 32.55 | 9 |

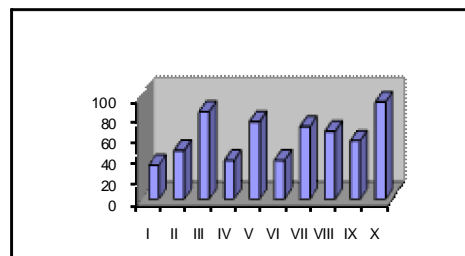


Figure 2. Frequency of strong tendencies

The **hyper-exact temper** is a particularly socially valuable person but with rather high costs for the person himself. He is characterised by some important features: undecided in matters of importance; excessive personal hygiene; thorough; perfectionist, as he checks everything several times to make sure it is well done; concerned, even anxious about the quality of the work done; sense of responsibility and well-developed sense of duty; the hyper-exact child is applied and ordered, working sometimes much above his forces. The hyperactive temper has 46.51%, ranking seventh.

The **hyper-perseverant temper** has a strong personality, willing to be among the best in his group. A favourable environment develops many qualities, as he has the personality of a victor; ambitious, willing to do positive things, proud of what he has achieved and discontent of public acknowledgement, capable of immorality in achieving his goals; wishing for personal prestige, he has a strong feeling of his own value; his behaviour is determined more by affection than by reason, i.e. in his controversies he cannot forget previous conflicts; very suspicious, he always wants to be right, and even gets to fight anything that contradicts him. In our sample this tendency ranks first, which is compatible with the status of educable in a high education institution.

The **incontrollable temper** is characterised by the fact that his irritation increases in intensity so much, that he needs a discharge after a progressive increase. Other features of his uncontrolled temper are: impulsive reactivity, fights with his colleagues, aggressive in his behaviour; he lives in the present, never think further, never schedule medium- or long-term activities; hard-working and bound to physical activities, he never complains about the amount of work to do, but about the disturbances that may interfere with his work; he can be pedantic; he has an athlete conformation; in teenagers, there is runaway from home, mainly unmotivated; if tempted, he can easily commit crimes, sometimes to get the necessary things; students are difficult to educate and can have a slow, lazy mind and too many details while telling a story. In combination with hyper-perseverance, this temper can lead to very dangerous consequences. This temper shares 37.20% of the students, ranking eighth.

The **hypertonic temper** presents a combination of joy, will of action, need to talk, and a tendency towards digression, even to "idea flight". The subject can be capable of initiative, innovation, and valuable achievements; he is a good storyteller and has a developed sense of humour. All these features can turn into defects in a hostile environment or in psychic unbalance, which could lead to: shallowness, incapacity of completed something he has begun to do, irritability, lack of ethics, incapacity of following a goal. This is the frequent tendency in our sample with 74.41%, which ranks it 3rd.

The **dystimic temper** is the contrary of a hypertonic. The prevailing features are seriousness, low impulse to act, slow mind, introversion, and serious ethic profile. It ranks eighth, together with lack of control, with a lower share (37.20%).

The **cyclotimic temper** (the **labile temper**) is a normal average temper, an alternance between hypertonic and dystimic.

The exalted temper reacts much more intense to different events (enthusiasm or despair). The causes are rather noble, superior, and altruistic than selfish. He gets enthusiastic up to ecstasy by music, fine arts, nature, sports, religion, or conception of the world. He can be dominated by fear, scare, and the concern for his own person could become excessive; he lives despair from pity for man or animals; he can be deeply unhappy for just nothing related to himself or to somebody else; he usually has an artistic nature (particularly poets) and he generally find it hard to live as his particularly sensible reactions make him less apt to face brutal difficulties of existence. The exaltation state is characteristic to teenage hood. In our sample, it ranks however fifth, sharing 65.11%.

The **anxious temper** can be said to be shy, docile, and unable of promoting his views when confronting somebody else. There can nevertheless be some super-compensation, resulting in self-confidence or even arrogance, though slightly unnatural, intentional. Exaggerated shyness can lead to self-confidence perceived by the others as a request for lack of sharpness. In our sample, it ranks sixth, sharing 55.81%.

The **emotive temper** has high sensitivity reactions in the sphere of subtle, spiritual feelings, being somehow related to the exalted temper. He is sweet, sensitive, loving nature, fine arts, and sometimes piteous because of minor causes. He never lets himself dragged into gay societies as hypertonic do, they cry over films or novels, over departures or separations, and psychic traumas are difficult to bear, as he has no special inclination for depression, but for a more developed sensitiveness. Emotive tempers rank 1st and share 93.02%.

CONCLUSIONS

The study allows us to draw the following conclusions:

1. The students we tested show the prevalence of the melancholic temper, which asks for an education based in general on encouraging such positive aspects as seriousness, sense of duty and responsibility, deep feelings, application, submission, and perseverance, as well the fight against such negative traits as pessimism, lack of sociability, anxiety, sadness, sense of inferiority, low adaptability and mobility, and low reactivity.

2. Emotiveness is a strong feature in most of the students of the Agricultural and Veterinary University of the Banat in Timisoara at present, which asks for getting aware of the receptivity and particular emotional vulnerability of the students in the campus.

3. Hyper-perseverance ranks 2nd and it indicates predominantly ambitious characters, with a deep feeling of own value, and capable of competing. If school records do not match, then we should question the causal factors.

4. Temper is at the basis of the character structure of the human personality and, thus, knowing it also accounts for the evolution of the relational and value dimension.

5. Though there are several types of tempers, they do not deny each other, but complete; the teacher should know, understand, and apply them in the educational process in order to shape a harmonious personality in the students.

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