

STUDY OF PERSONALITY'S TEMPERAMENT AND SELF-ASSESSMENT OF HIGHER EDUCATIONAL ESTABLISHMENTS' STUDENTS

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Abstract. *Purpose:* analysis of temperament and self-assessment characteristics in higher educational establishment students. *Material:* in the research 1st and 2nd year students (n=30) participated. Questioning was used, with the help of which personality's self assessment and temperament characteristics were estimated. *Results:* the study of students' temperament structure showed low demand in mastering of objective world and strive for mental and physical labor. High indicator of social activity and interpersonal skills was registered. The following indicators of self-assessment were received: 15% of students had too low self-assessment, 50% of students have adequate self-assessment and 10% have excessively high self-assessment. *Conclusions:* quickness of psychic processes (tem and rhythm), impressiveness and emotional sensitivity are important features of temperament. Students demonstrated feeling of anxiety and worry in respect to their studying at university. Besides the have sensitivity to failures to non coincidence of the desired and the results. студентов. With it students have adequate self assessment.

Key words: ergicity, temperament structure, self-assessment, plasticity, social temp.

Introduction

Analysis of temperament was fulfilled by many authors, who produced different opinions about its psychological components. S.L. Rubinstein said that temperament was impulsivity and impressiveness [12]. V.D. Niebylitsyn relates to temperament general psychic activity, motor abilities and emotionality [11]. V.M. Rusalov defines temperament as combination of formal-dynamic characteristics as ergicity, quickness, plasticity and emotionality [4, 10, 13]. A.V. Bartashev characterizes temperament as individual properties of psych, which determine dynamic of human psychic functioning, specificities of behavior and degree of reactions' to life impacts balance [2]. Regarding temperament scientists usually mean dynamic side of personality. It expresses in impulsivity and temps of psychic activity. Quickness of psychic processes is an expression of temperament [12, 16].

Self-assessment is not less important aspect of personality's development. Students with low self-assessment have low level of personality's social ambitions and avoid any functioning, in which the moment of competitiveness is present [1, 15]. Such young people often reject achievement of own goals. They do not believe in themselves. It is known that objective self-assessment is characterized by actual, critical attitude to oneself, correlation of own abilities and requirements of society, collective; by analysis of actual situation and setting of solvable but sufficiently difficult tasks [7, 19]. The above mentioned proves importance of the topic of our research.

Purpose, tasks of the work, material and methods

The purpose of the work implies psycho-diagnostic study of temperament properties and personality's self-assessment in higher educational establishment students.

In the research 1st and 2nd year students (n=30) of Kiev University Boris Grinchenko participated. We used the following methods: pedagogic observation, talks, questioning, psycho-diagnostic testing by methodic "Integral self-assessment of personality "Who am I in this world?" [3, 10] and questioning of temperament structure by V.M. Rusalova [4]; statistical methods.

Results of the research

For diagnostic of temperament type different methods are used nowadays. In our research we applied "Questionnaire of temperament structure" by V.M. Rusalova and receive the following results:

First scale (objective ergicity) included questions about demand in mastering of objective world, strive for mental and physical work: low level – 44.8%; average level – 32.8%, high level – 22.4%.

Second scale (social ergicity) – contains questions about demands in social contacts, strive for leadership: low level – 5.6%, average level - 72%, high level – 22.4%.

Third scale (plasticity) contains questions about easiness or difficulty in re-switching from one object to other; quickness of shifting from one manner of thinking to other: low level - 23%, average – 38.5%, high level— 38.5%.

Forth scale (social plasticity) implied easiness or difficulty of re-switching in communication from one person to other, bents to variety of communicative programs: low level – 10.4 %, average level – 44.8%, high level – 44.8%.

Fifth scale (temp or quickness) include questions about quickness of motor acts in objective functioning: low level – 5.6%, average level – 77.6%, high level – 16.8%.

Sixth scale (social tem) contained questions directed on determination of speed characteristics of speech-motor acts in communication: low level – 5.6%, average level – 69.4%, high level – 28%.

Seventh scale (emotionality) implied emotionality, sensitivity, sensitivity to failures in work: low level – 17%, average level – 33%, high level – 50%.

Eighth scale (social emotionality) includes questions about emotional sensitivity in communicative sphere: low level – 10.4%, average level – 44.8%, high level – 44.8%.

Ninth scale (“C”) – was control scale (scale of social desirability of answers) and contains questions about honesty of answers: low level – 72%, average level – 28%, high level – 0%.

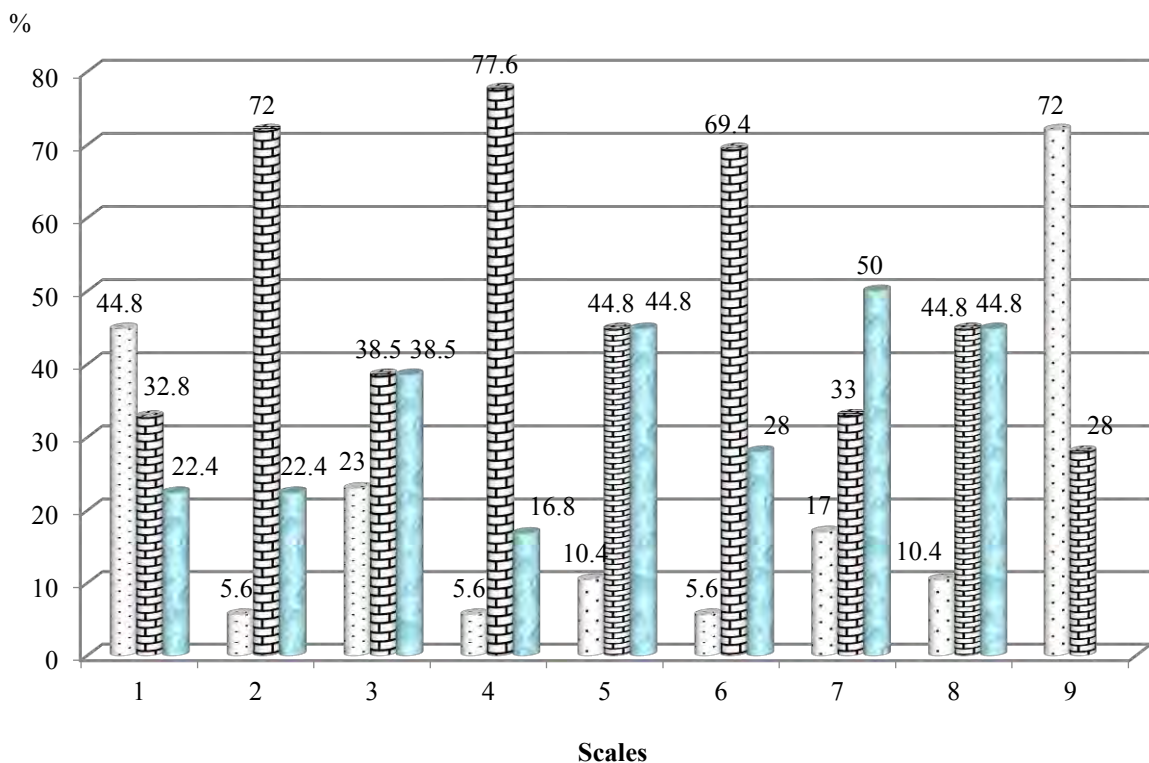
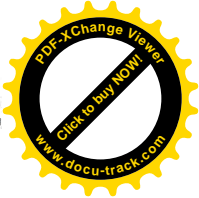
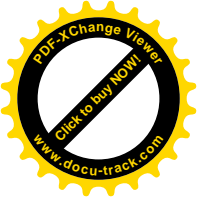


Fig.1. Generalized results of “Questionnaire of temperament structure” by V.M. Rusalova

Notes:

- low level;
- average level;
- high level.

1- scale “objective ergicity”; 2 – scale “social ergicity”; 3 – scale “plasticity”; 4 – scale “social plasticity”; 5 – scale “temp or quickness”; 6 – scale “social temp”; 7 – scale “emotionality”; 8 – scale “social emotionality”.



Having analyzed the students' results, received in test [4] we can conclude that low level prevails in scale "objective ergicity". It reaches 44.8% of the questioned and means that more passive students have lower vitality and absence of wish to intensively work mentally and physically. Accordingly they are weakly involved in functioning processes. Average level prevails in three scales: social ergicity, social plasticity and social temp. 1st and 2nd year students are communicative [9], social contacts are easy for them; they easily re-switch in communication process; they speak quickly and have high potentials of motor-speech apparatus. The highest level is in scale "emotionality". It says about sensitivity to non coincidence between what was thought, planned and actual results of real action. Besides, uncertainty and anxiety were observed.

Analysis of "Integral self-assessment of personality – who I am in this world" results permitted to find specific features of respondents' with different self-assessment behavior. Self-assessment is of great importance in human life. One of its definitions is ability to feel oneself as capable to cope with life tasks and as person, deserving happiness [6, 8]. It is especially important for students. The following self-assessment indicators were determined: adequate self-assessment; tendency to over-estimation; tendency to low self-assessment; obvious over estimation and obviously weakened self-assessment.

It was found that 15 % of the questioned had reduced self-assessment; tendency to weaken self assessment was observed in 25% of the questioned; 50% had adequate self-assessment and 10% showed tendency to over-estimation. No respondent demonstrated obvious self over estimation.

According to the data of some authors [1, 8, and 15] weakened self-assessment results in the so-called "trained" helplessness. Accordingly, students can not cope with any, significant for them, tasks and can face difficulties in the future, when trying to solve their problems. The disadvantage of too high self assessment is concentration on own personality. Hasty and rash decisions can result in conflicts with surrounding people. However, in our research only tendency to over-estimation was observed. Thus, in most of our contingent of the tested self-assessment was adequate but in communication with people in the process of professional functioning it will vary to one or other side.

Discussion

In the authors' opinion temperament influences on psychic processes and on manifestation of characters' features. Accordingly, temperament influences on students' behavior at classes. At present time educational process in university has stress character and features of temperament structure shall be considered in pedagogic process [5, 14, 17, and 20].

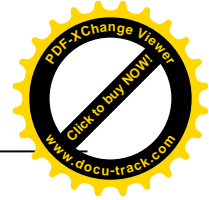
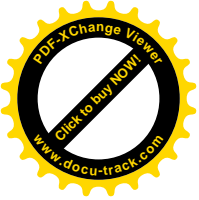
Formation of temperament (as psycho-biological property of personality) is visible in mastering of objective world in wish to mental or physical work [12]. We think that active participation in social contacts, in quickness of passing from one kinds of functioning to other or from one means of thinking to other; quickness of speech-motor acts are very important characteristics of temperament. All these facilitate better learning and perception of information.

Formation of self-assessment is influenced by ideas and suggestions of surrounding us people; self-persuasion and auto-suggestion. Its formation happens at conscious level (personality understands, sees and makes conclusions) and on subconscious level (in the forms of emotions and intuition). Successes and victories form personality's appropriate attitude to difficulties: confident, optimistic. Failures result in hesitant attitude to life tasks. Systemic repetition of situations creates certain principles of actions and behavior, which permit to quickly take decisions and act with optimal energy and in optimal time [8, 18, and 19].

Conclusions

Self-assessment is one of main components in personality's structure. It reflects belief in own professional and personal potentials, self-respect and adequacy to what happens around. High self-assessment and self-respect with realistic estimation of own potentials and abilities are optimal. In the questioned by us students 50% of respondents have adequate self-assessment. Such students can easier take decisions and prognosticate their success and prospects of their ideas' realization.

Positive aspect of temperament structure can be easiness in making social contacts, which for leadership and wide range of communication programs. Concerning emotional sensitivity, the tested have acute reactions to not coincidence of what they hoped to and actual results. We observed feeling of uncertainty, anxiety and worry in respect to the studying at university.

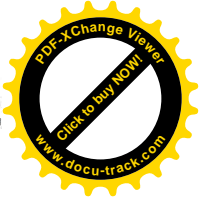
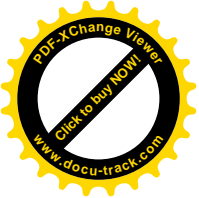


Conflict of interests

The authors declare that there is no conflict of interests.

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