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Personality Traits and Level of Well-Being Predictors for the Public Presentations at Young Student at Psychology

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Abstract

This study is focused to highlight the predictors of the public presentation as performance in academic environment. The participants were presenting their work during each laboratory. They are 88 students at Psychology, Faculty of Psychology and Educational Sciences, University of Bucharest, age between 19 and 21 years old, both male and female. The instruments are Hexaco-Pi-R (Lee & Ashton) and Ryff's Psychological Well-Being Scales (Ryff). Results provide a three Factors model as predictors for the criteria public presentation as performance.

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Keywords: personlity traits, well-being, public presentation, predictors, dependent variable

1. Introduction

Carver & Scheiner (2000) and Chamorro-Premuzic (2007) defined the personality traits as a dynamic organization within the individual and the personal model characteristic thinking, emotions and behavior, which describe the person. Chamorro-Premuzic and Furnham (2003) studied the relationship between personality traits and exams students' results. Burger (1993) defines personality as being formed of consistent behavioral patterns of individual and intra-personal processes. According Goldberg (1992) the five personality factors BFM is a model based on those that personality traits found in natural language and guided by the assumption that the most important areas of personality would have the greatest number of terms commonly. Hough and Schneider (1996), Costa and McCrae, (1992), Thoresen et al (2003), Wallace and Vodanovich (2003) describe normal personality traits which explains the variance over a wide range of human behaviors. Warr (1999) highlighted that self-reported

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well-being reflect at least four factors: Circumstances, Aspirations, Comparisons with others, Basic happiness of a person or disposal. Vemuri and Costanza (2006) underline a statistically significant relationship between the wellbeing and quality of life. Aniței & Chraif (2013a) investigate Gender Differences in emotions and self-perception at psychology students, Aniței & Chraif (2013b) studies a possible correlations between Perceived Stressors and Positive and Negative Emotions at psychology students, Burtaverde (2015) was interested in underlining the psychometric properties of the HEXACO PI-R on a Romanian sample, Chraif & Dumitru (2015) highlighted psychology students' gender differences on wellbeing and quality of life and Dumitru & Chraif (2015) presented a correlative study between the personality factors and pain perception at psychology students.

2. Objectives and hypotheses

2.1. Objectives

- To highlight that personality traits and the level of well-being expressed by autonomy, self-control, personal growth, positive relations, self-acceptance and purpose of life are predictors for the capacity of public presentation of a report in front of audience

2.2. Hypotheses

- Personality traits and the level of well-being expressed by autonomy, self-control, personal growth, positive relations, self-acceptance and purpose of life are predictors for the capacity of public presentation of a report in front of audience.

3. Method

3.1. Participants

The participants were a number of 88 students at Psychology, Faculty of Psychology and Educational Sciences, University of Bucharest, aged between 19 and 21 years old, both male and female students.

3.2. Measures

1. Hexaco-Pi-R (Lee & Ashton) adapted on Romanian population. Honesty-Humility has the following major dimensions:

- Emotionality;
- Extraversion
- Agreeableness (versus Anger);
- Conscientiousness;
- Openness to Experience.

2. Ryff's Psychological Well-Being Scales (PWB) Ryff (1995) with 42 items divided as follows:

- Autonomy: items 1,7,13,19,25, 31, 37;
- Control: items 2,8,14,20,26,32,38;
- Personal growth: items: 3,9,15,21,27,33,39;
- Positive Relationships: items: 4,10,16,22,28,34,40;
- The purpose of life: items: 5,11,17,23,29,35,41;
- Self-Acceptance: items 6,12,18,24,30,36,42.

3.3. Procedure

The instruments were applied on informed participants to the study. Independent variables for the regression model are: Honesty-Humility, Sincerity, Fairness, Greed-Avoidance, Modesty, Emotionality, Fearfulness, Anxiety, Dependence, Sentimentality, Extraversion, Social Self-Esteem, Social Boldness, Sociability, Liveliness, Forgiveness, Gentleness, Flexibility, Patience, Conscientiousness, Autonomy, Control, Personal Growth, positive relationship, the purpose of life, Self-acceptance, Organization, Diligence, Perfectionism, Prudence, and Openness to Experience, Aesthetic Appreciation, Inquisitiveness, Creativity, Unconventionality and Altruism.

Dependent variable is represented by the total score of the performance in public as public presentation in class.

4. Results

To test the research hypothesis we performed the factorial analysis on the dimensions of Hexaco personality test.

Based on Eigenvalue>1, a number of 10 factors were selected. For the first factor the measured Hexaco personality facets were: extraversion, sociality, social boldness, sprightliness, social self-esteem, diligence, self-acceptance. The facets for Factor 2 are: emotionality, sentimentalism, addiction, fear, anxiety. The facets for Factor 3 are: Openness, Aesthetic pleasure, creativity, unconventional, curiosity. The facets for Factor 4 are: Agreeableness, gentleness, forgiveness, patience, flexibility. The facets for factor 5 are: conscientiousness, organization, prudence, perfectionism. The facets for Factor 6 are: honesty, Avoid greed, modesty, sincerity. The facets for Factor 7 are: environmental Control, positive Relationships, autonomy, and the purpose of life. Factor 8 is represented by rightness, factor 9 is represented by personal growth and factor 10 is represented by managing emotions.

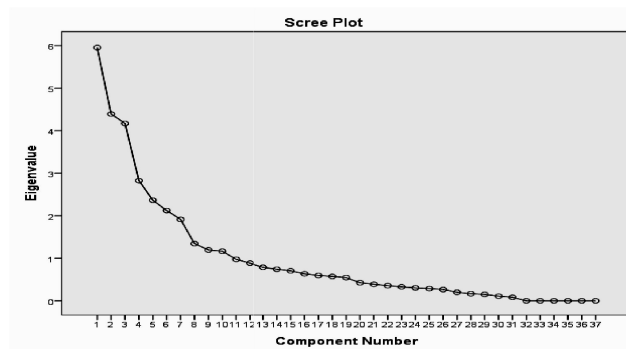


Fig.1. Scree plot for the Eigenvalue >1

After performing the factorial analysis, the 10 factors were used as independent variables for the multiple linear regression model predicting the performances in public presentation.

Table 1. Model Summary^d

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,337 ^a	,114	,103	7,00513
2	,434 ^b	,189	,169	6,74372
3	,489 ^c	,239	,211	6,56995

a. Predictors: (Constant), REGR factor score 8 for analysis 1

b. Predictors: (Constant), REGR factor score 8 for analysis 1, REGR factor score 1 for analysis 1

c. Predictors: (Constant), REGR factor score 8 for analysis 1, REGR factor score 1 for analysis 1, REGR factor score 5 for analysis 1

Table 2. Coefficients^a

	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Model 3				
.(Constant)	44,388	,713		,000
REGR factor score 8 for analysis 1	-2,496	,717	62,290	,001
REGR factor score 1 for analysis 1	2,023	,717	-3,482	,006
REGR factor score 5 for analysis 1	1,665	,717	2,822	,023

d. Dependent Variable: Performanta_in_public

In table 1 can be seen the values for the multiple correlation index R for all the three regression models computed.

Looking at the value of the Rsquare, the best liniar regression model explaining the criteria public performace of a presentation is represented by the third liniar regression model. Hence, its explain 23.9 % from error reduction.

As it can be seen in table 2 the predictors for the dependent variable „performance in public presentation” are the factors: Factor 8 (rightness), Factor 1 (extraversion, sociality, social boldness, sprightliness, social self-esteem, diligence, self-acceptance), and Factor 5 (conscientiousness, organization, prudence, perfectionism).

The multiple liniar regression model is:

performance in public presentation= 44.388-2.496*Factor8+2.023*Factor1+1.665*Factor 5

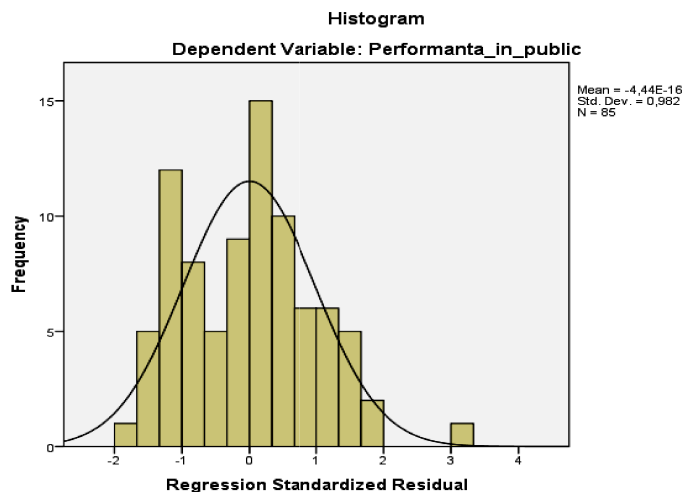


Fig. 2. The histogram of residual values

In figure 2 can be seen the histogram of the residual values.

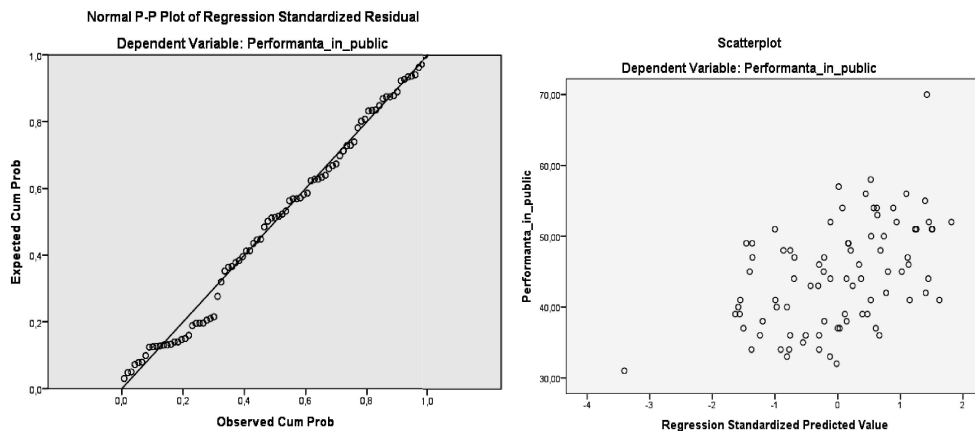


Fig. 3. a) Normal P-P Plot regression standardized Residual; b) Scatterplot representation

5. Conclusions

Applying the linear regression model for the criteria public presentation of their work in laboratory sessions, the students performed different from each other according to the performances scale applied as criteria. Before the presentations in public two scales were applied: Hexaco-Pi-R and Ryff's Psychological Well-Being Scales. The facets of these scales were inserted in the linear regression model after the factorial analysis was performed. The results confirm the research hypotheses for the Factors: Factor 8 (rightness), Factor 1 (extraversion, sociality, social boldness, sprightliness, social self-esteem, diligence, self-acceptance), and Factor 5 (conscientiousness, organization, prudence, perfectionism). Hence these facets of personality and well-being are predictors for the public presentation of the themes at the laboratory at psychology students. The study will be applied among students of other specializations and also to the high-school students for future findings.

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