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of Constanta, Romania



BLACK SEA JOURNAL OF PSYCHOLOGY



www.bspsychology.ro



9 772068 464001



Managers and future educational managers-character traits

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Abstract. This paper represents the synthesis of some investigations presented in the literature, regarding the character traits of managers and future educational managers. Numerous authors have demonstrated that at the basis of good educational management, a primary role is played by the profile and character traits of the person in charge of the leadership position at the level of the school unit. The paper also contains the results of a personal research, through which I proposed to investigate self-esteem, perseverance, personal autonomy, self-acceptance and acceptance of others, and, within current managers and future educational managers. The research was carried out using a set of questionnaires containing: personal autonomy assessment questionnaire, Rosenberg self-esteem interpretation questionnaire, 1965, the scale of acceptance of others, and, the Emanuel M self-acceptance scale. Berger and the interpretation questionnaire of the level of perseverance. The research was attended by 40 people of different ages, including 20 current managers and 20 emerging managers. The paper is organized in three chapters, the first two of which approach the theoretical part, related to character, character traits, but also what it means to be an educational manager, and the third is the practical part, the research part, where we presented the objectives, the assumptions, the sample, the methodology used and the results of the research, the, where we compared the results obtained by managers and future managers in terms of character traits.

Keywords: character, traits, managers, future managers



I. Personality, Character and Character Traits

1.1. The concept of personality

The concept of personality is undoubtedly one of the central concepts in psychology.

In 1970, Gordon Allport grouped all the meanings of this word into three main categories.

A first category, underlines the emphasis on the external effects of the personality. The term comes from the Latin *persona*, which means *mask*, and the term of Etruscan origin *phers*, which means *masked figure*, more precisely the mask worn by an actor on the theater stage. In this sense, the term *personality* is very close to the term *role*.

The second category emphasizes the internal structure of personality, which represents an objective reality.

The third category includes definitions elaborated from a positivist perspective, according to which the internal structure of personality becomes inaccessible to scientific knowledge "the internal personality is a myth, a simple construction whose unity is supported by a proper name" (Allport, 1970, apud. Enache, Giurgiu, 2017, p.143).

Personality is extremely complex, being determined from multiple perspectives (social, cultural, psychological and biological), thus generating difficulties for the definition and knowledge of this concept, Zlate (2000, p.238) develops these perspectives:

- From an anthropological perspective, personality represents a bio-psycho-socio-cultural entity; the living, concrete, empirical man is analyzed;
- From a biological perspective, personality represents the human being who knows, acts and values, transforming the world and himself. At the same time, it represents the bearer and executor of epistemic, pragmatic and axiological functions;
- From an axiological perspective, personality is a product, but also a producer of values, environments, ambiances and social circumstances, because man assimilates but also creates circumstances, directs, controls and transforms them.

Also, the same author (2000, p. 234), claims that personality refers both to individual psychic peculiarities, to what distinguishes and differentiates a person from his peers, as well as the roles he fulfills and the social statuses available.

1.2. Attitude - the structural element of character

The concept of *attitude* is described by Paul Popescu-Neveanu (1978, p.69-70) as: "the relatively constant mode of how the individual or group relates to certain aspects of social life and to one's own person".

This concept was introduced at the end of the 19th century in experimental psychology and became a central concept in a very short time.

U. Şchiopu (in the Dictionary of Psychology, 1997, p.89-91) refers to *attitude* as: "the mode of verbal or behavioral reaction of the individual in a personal evaluative way, towards:

- Current issues of life;
- The conduct of peers (close people or public figures);
- Personal work or other activities;
- The products of creation;



- Mentalities and lifestyles;
- Traditional and modern moral values".

Lutanen and Crocker, in 1991, talk about personal self-esteem, which refers to the subjective evaluation of attributes that are one's own, specific to the individual, and collective self-esteem, which is specific to groups of people and refers to the value judgments of the group or groups, with which the person identifies.

Personal autonomy represents, in the view of Popescu-Neveanu (1978), personal independence, the fact that a person is independent both in speech and in thought, not controlled by someone else, by another person. It represents the way of how to be a person who functions independently and who chooses to reduce dependence on another person or group of people as much as possible.

According to the Emanuel M. Berger self-acceptance questionnaire manual, found on the website <https://www.scribd.com/document/131961206/Scala-de-Auto-Acceptare> (accessed on 04/08/2023), the image each of us have about ourselves is a portrait based largely on the information we have from social experiences.

If a person accepts him/herself, if he/she appreciates him/herself for what he/she does well, for his/her successes, but also accepts the fact that he/she has certain weaknesses, it means that this person has a high level of self-respect and self-acceptance

Acceptance of others basically means being an lenient, indulgent, forgiving person. The level at which a person accepts the people around him/her differs from one person to another, it differs according to the level of patience a person possesses and the character traits possessed by him/her. Also, a high degree of self-acceptance brings with it a much higher level of acceptance of those around us.

According to DEX (<https://dexonline.ro/definitie/perseverenta> accessed on 04.05.2023), a persistent person can be defined as a person who remains firm in his/her position, who perseveres with patience and conviction in a certain action . Continue actions, despite all the obstacles along the way.

II. Applied Research

1.Objectives

Identifying significant differences between managers and future educational managers in terms of self-esteem, personal autonomy, perseverance, self-acceptance and acceptance of others

2.Hypotheses

Hypothesis 1. It is assumed that there are significant differences between managers and future educational managers in terms of self-esteem;

Hypothesis 2. It is assumed that there are significant differences between managers and future educational managers from the point of view of personal autonomy;

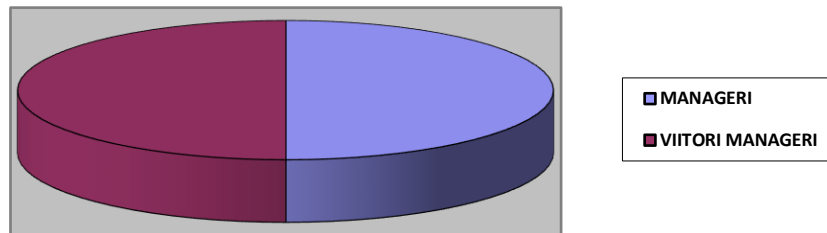
Hypothesis 3. It is assumed that there are significant differences between managers and future educational managers in terms of perseverance;

Hypothesis 4. It is assumed that there are significant differences between managers and future educational managers in terms of self-acceptance;

Hypothesis 5. It is assumed that there are significant differences between managers and future educational managers in terms of acceptance of others

3. The sample

In our research, we investigated 40 people. The 40 people were divided into two groups: managers and future educational managers. 20 people represented managers, and 20 people represented future educational managers.



MANAGERS
FUTURE MANAGERS

Figure 1. Percentage of research participants

4. Research tools

- a) Personal autonomy evaluation questionnaire
- b) Self-esteem interpretation questionnaire
- c) Self-acceptance questionnaire - Emanuel M. Berger
- d) Scale of acceptance of others

5. Research Limitations

My research had the following limitations:

- We used convenience sampling;
- The number of subjects participating in this research was small and therefore the results obtained through this research cannot be extended to the general population.

Conclusions and Recommendations

Our study has taken into account the discovery of significant differences between managers and future educational managers, from the point of view of the following variables: self-esteem, perseverance, personal-autonomy, self-acceptance and acceptance of others.

Through the results of the study, we could observe the fact that from the point of view of self-esteem, perseverance, personal autonomy, self-acceptance and acceptance of others, the current managers ranked first, followed by the future managers.

This ranking was due to the age of the participants.



Another criterion that contributed to this classification was work experience and education. All of our research objectives and hypotheses have been met and demonstrated.

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