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Identifying the relationships between personality and behavior in adolescents

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Abstract. Any individual at least once during his development goes through a state of anxiety or depression due to the social context in which the individual is interdependent with his personality at a certain stage in ontogenesis. Adolescence being a stage in human development characterized by countless turbulences, a fragile and unstable personality in constant change, is a good place for the appearance of anxious or depressive behaviors. Personality traits are the predictors of anxiety and depression, a fact addressed in many researches in the literature. This paper has as a starting point the desire to capture the extent to which personality factors in the Big-Five Model make a prediction for anxiety and depression during adolescence. Emotional stability, extraversion and conscientiousness are the personality factors from which we started to measure the level of anxiety and depression of adolescents. The present paper starts from these predictors of anxiety and depression during adolescence and aims to identify the implications of these conditions on adolescents and also aims to investigate whether the high school profile of the adolescent has some influence on the level of anxiety. Regarding the level of anxiety depending on the profile of the high school graduated by adolescents, this research addresses this topic from the perspective of a relatively small sample of participants, which may be a limitation of the research.

Keywords. relationships, personality, behavior, adolescents

1. Defining the concept of personality

Starting from Allport's statement "it seems that everyone knows what personality is, but no one can describe it precisely: hundreds of definitions are available" we can see that there is no unanimously accepted definition in the literature, but there is a group of them in three categories: definitions by external effect, by internal structure and positivist definitions (Allport, GW, 1991a, p.34).

Since ancient times, researchers anticipate these definitions, analyzing the root of the word personality, person, which then had as its meaning the actor behind the mask or the fusion of

internal qualities with personal ones. The person is defined in the sixth century by Boethius as "an individual substance of a rational nature" (Allport, G. W., 1991b, p.37).

External definitions support the idea that our personality is known through other people's judgments about us. From this perspective, personality is defined as "the total sum of the effect produced by an individual on society; skills or actions that successfully influence other people; responses given by others to an individual considered a stimulus; what others think about you" positivist (Allport, GW, 1991c, p.37).

Definitions by internal structure are largely descriptive or omnibus and argue that "personality is the entire mental organization of the human being at any stage of its development. It embraces every aspect of human character: intellect, temperament, ability, morality and every attitude that has formed in one's lifetime" (Allport, GW, 1991d, p.38).

From a positivist point of view, psychologists criticize the essentialist definitions and consider that the definition of personality through the internal structure is not accessible to science, so it cannot be researched and resort to its conceptualization. Personality from a positivist perspective is the most appropriate conceptualization of a person's behavior in all its details, which the scientist can give at a given time.

Therefore, Allport classifies on the basis of the criteria set out above the great diversity of definitions of personality, over 50 in number, which he inventories in his reference work "Personality: A Psychological Interpretation" (1937).

Lieury makes another classification of personality definitions and states that it can be defined restrictively by describing only the affective and social aspects. A definition of personality in this way is found in Th. Berndt (1997) who argues that it shows the characteristics of people who are easily stable over time and manifest in various situations. Viewed in a broad sense, personality refers to all the characteristics of the individual from sensory-motor, cognitive, skills or interests, special skills to values that depend on society (Lieury, 1990).

The multitude of definitions of the concept of personality is, however, grouped by J. Bermudez 1986 (apud Benito, 2003) into five categories:

a) Omnibus-type definitions in which the personality appears as the totality of the characteristics that an individual presents and that define him: "the non-repetitive unitary combination of the psychological features that characterize more concretely and with a greater degree of stability of conduct" (Roşca, 1976, p.466).

b) Configurationist definitions that emphasize the structured and organized character of the personality, dynamic and evolutionary: "personality is a hypercomplex system, with self-organization, teleonomic, biologically and socio-culturally determined, with a specific, individualized dynamic" 1972, p.287).

c) Hierarchical definitions in which the structural and ordering character of the personality is highlighted: "human individuality, considered or interpreted in the structured and hierarchical unity of psycho-behavioral traits and manifestations, manifestations subordinated to obtaining a certain adaptive effect, in the context of life circumstances and situations" (Popescu-Neveanu, 1982, p.257).

d) Definitions in terms of adaptation show that personality is an organized and integrated system of individual traits that determine adaptation to the environment. In this sense, Eynsenck offers a definition in 1953 by which he signals that personality is the sustainable or less sustainable structuring over time of an individual's character, intelligence and physique, this structuring determining the individual's unique adaptation to his environment (Bonchiş, 2006, p.16).

e) Definitions that emphasize the distinct character of the person within which its specific characteristics are identified, so that the differences between individuals can be established and their specific identity can be outlined.

Therefore, Bonchiş (2006, p.17) defines personality as "a structured and hierarchical system, dynamic and evolutionary, consisting of the psychic subsystem, the socio-cultural subsystem, which ensures the individual a unique, original adaptation to the environment."

Summarizing all the above definitions we can say that each individual has a unique personality composed of a complex of different characteristics that retains its stability for a certain period of time. Ideas about personality are systematized as follows by Carver and Scheier (2000): personality is a psychological concept with physiological bases, it is a dynamic process inside the person, it is an inner force that conditions the individual to behave in a certain way and not in the last The line is made up of recurring and consistent response patterns.

1. The personality of adolescents

The personality of adolescents during its evolution implies a continuity of the previous stages of development, but also an innovation of the adolescent, this period being considered in the literature as a second birth. At this stage there is the influence of certain coordinates such as: the massive expansion of interpersonal relationships and one's own experience; own involvement in the training process; insertion in the community; development of social cognition.

The personality structure undergoes important changes in terms of strengthening skills, restructuring life ideals and character and of course in the emergence of new ones such as: your own system of values and beliefs about your own life and those around you; the awareness that it belongs to a generation. There are also changes in the structure of self-identity and self-image. After all these changes, the personality finally sums up all its components in a unitary and organized whole, but still unstable.

Analysis of the transformations included in the personality development of adolescents:

- Values are understood at a deep level due to the high degree of cognition, one's own life experience and the analysis of the life of others is crescendo, the seal of social influences aims at dispersing values. All these are in fact the origin of the construction of the adolescent's own value system.

- The concept of life is imprinted on one's own life, but also on life in general, giving the adolescent direction and significance to the actions in which he is involved and also directs his abilities and energies.

- *Conştiinţa apartenenţei la generaţie* oferă adolescentului oportunitatea de a observa că toţi egali vârstei au acelaşi mod de gândire, acelaşi mod de a acţiona şi acelaşi mod de a simţi, astfel adolescentul reuşind să se pună în oglindă şi cu celelalte generaţii. De aici reiese că adolescentul, în principiu se consideră aproximativ egal cu adultul, fapt ce automat generează doleanţa de ieşire de sub ocrotirea adultului şi chiar ajungându-se până la conflicte interpersonale.

In addition to the new transformations that appeared in the development of the adolescent's personality, obviously there is also a continuity of the transformations started and formed in the previous stage of development, such as:

- The ideal of life fixed in preadolescence acquires new valences in adolescence. Some of these would be: stability; personal becoming is more refined; knowing one's own interests better supports the ideal of life; in its construction are also present the characteristics of the adolescent,

no longer being present only the models taken around him; it is closely connected with values, from which it receives directions and orientations.

- Self-image and self-identity receive new values during adolescence due to the emphasis on self-awareness and the need for self-affirmation and self-realization. Self-knowledge in the case of adolescents is achieved through thinking about lived experiences, by confronting other people, by engaging in a variety of activities and by carefully capturing the attitudes of people in the environment.

Through the above, teenagers are actually looking for answers to questions about self-identity: who am I ?, what can I do ?, what will I succeed in life? In this sense, an eloquent study is conducted by E. Erikson, who states that adolescent respondents to the three questions can be organized into four categories:

- a) “finding a suitable identity after intense and responsible searches. I know what they will do and how and how they integrate into the appropriate activities and adapt well to all kinds of demands;

- b) find answers to questions relatively quickly by identifying with their parents, by choosing to become like them. They will adapt well now but may be disappointed later that they have not capitalized on their true abilities;

- c) for the time being, for an even long period, a confused identity that generates oscillations and surprising changes and makes them not engage responsibly in activities and relationships;

- d) those who reach a negative identity under the influence of groups with deviant orientations ”(Crețu, 2005, p.47).

Regarding the self-image, the defining aspects are: the physical self that is cosmetized and actively optimized during adolescence; the spiritual self that tends to amplify and clarify in adolescence; the social self that is counterbalanced in relation to the requirements of the group during this period.

The characteristic features of childhood solidify in adolescence, but those features that concern relationships with adults and social institutions converge towards major transformations that sometimes degenerate into conflicts and massive tensions, called in the literature the crisis of adolescence originality. This crisis is described by the tensions arising from the relationship between biological-psychological transformation / behavior-attitude based in childhood supported and strengthened by the adult. However, these transformations manage to eliminate what is useless in the development of the adolescent's personality and at the same time facilitate the insertion or inclusion of new attitudes and behaviors.

The crisis of originality is in fact a way of protesting the adolescent against the expectations and wishes of parents and manifests itself differently and with different intensity depending on certain variables such as: rural / urban environment of the adolescent, the onset of the crisis , teen sex. The center of gravity of the crisis is in the characteristic subsystem and can have two facets, a negative external statement punctuated by bizarre behaviors of the adolescent and a positive internalization based on silence and revelation. Near the age of 20, towards the end of adolescence, a so-called new balance is reached in relation to the environment.

The personality of adolescents, around the age of 18-21, who studies this paper, although it reaches a balance or rebalancing, has certain dimensions that can be analyzed: extraversion, autonomy, conscientiousness, emotional stability, kindness.

Extraversion is defined as “a dimension of personality through which subjects differentiate themselves in terms of their outward orientation, ie towards other people and objects or inwards, ie towards themselves” (Larousse, 2006, p.448).

According to the same dictionary, H. J. Eysenck is the psychologist who developed the largest number of works on extraversion / introversion, these being the key dimensions in his theory of personality. He describes extroverted individuals as people who “agree with social contacts, conversation; do not hesitate to take risks; he likes agitation, change; it can be aggressive, impulsive” in opposition to introverted individuals, “who like solitary work, a very regular existence, calm, contacts limited to a small circle of close friends” (Larousse, 2006, p.449).

Kindness according to the Explanatory Dictionary of the Romanian Language “represents the quality of being kind; politeness, kindness; benevolence”, and to be kind means to be “friendly, benevolent, polite, sociable” (Dex, 2012, p.301).

Hogan (1986) and Digman (1990) consider kindness as a conformity with other people and friendship in interpersonal relationships and also individuals with a high degree of kindness are considered to be jumpy and open to others, eager to help and confident in the intentions of others. Conscientiousness defines individuals who follow rules and regulations, who are orderly and plan their actions who strive to do everything right and are also trustworthy people. Costa and McCrae (1992) define conscientious individuals as trustworthy people, whom you can rely on, while Barrick and Mount (1991) describe conscientiousness as a form of compliance with rules and standards, related to traits such as responsibility, organization, caution and impulse control.

Emotional stability is defined as “the characteristic of a person whose emotional state is not subject to sudden variations and remains controlled”, in opposition to emotional instability, which is a “manifestation of neurosis” (Larousse, 2006, p.449). Thus, people with a high level of emotional stability are characterized by positive thinking, self-confidence and a balance in controlling emotions, and people with a low level of this dimension are characterized by permanent anxiety, inability to cope with stressful situations, gets impatient for almost anything.

Autonomy is defined as a “situation of the one who does not depend on anyone, who has full freedom in his actions”, but also a right of a person to freely dispose of his own will, freedom” (Dex, 2012, p.301). People with a high level of autonomy are creative, act differently from others and cannot be led by others in general, and people with a low level of autonomy usually do not have their own personal opinions, accept the ideas of others and can be led by others with great ease.

The personality of adolescents is still fragile, being in a process of transformation and development, is somewhat unstable and can generate certain behaviors that are not in line with the expectations of society or people around the adolescent.

1. Adolescent behavior

3.1. General framework and classifications of the concept of behavior

In the literature, the concept of behavior is introduced by behavioral psychology, which defines it as “the set of responses adjusted to the stimuli that trigger them” (Zlate, 2009, p.30).

Of course, this definition attributed to behavior is not unique, Constantin Ețco renders the definition of behavior as “a set of reactions that a living being gives in an organized way to environmental factors, based on a choice / selection from a set of possible reactions, finalized choice, in order to maintain in optimal conditions the form and functions of the organs of the respective being as a whole” (Ețco, et. al, 2008, p.44).

Human behavior has as active and integrative dominance, the action or activity performed by an individual. After all, personality itself is an active and integrative model of human behavior analysis, so it is practically a generalized behavioral type. The behavioral system of the human being is in fact a unitary whole composed of transformations or actions that an individual goes through, the values and states of the individual, and through him the person establishes a relationship with the environment, with himself and with other people. Behavior can take on an unconscious form when an innate algorithm materializes, or it can take on a conscious form when it occurs as a result of a decision, a voluntary act. Therefore, human behavior is considered to be a directed activity and possessing a certain goal (Eçco, et. Al, 2008).

Human behavior being a complex system of forms and combinations can be ranked according to a number of criteria. Constantin Eçco and collaborators present human behavior classified according to eight criteria:

1. "According to the level of psychic integration we distinguish:
 - conscious, voluntary behavior - higher level of organization of consciousness and response reactions, synthesizer of concentrated experience in individual and social plan;
 - unconscious behavior, involuntary - understood as the set of psychophysiological and psychic dispositions, states and processes, which are not conscious at the moment, has a relatively closed structure, insensitive to contradictions, impulse, spontaneous, strongly energized dynamically and with a great wealth of forms (hereditary, instinctive, amnesic, affective, rational, telepathic);
 - automated post-voluntary behavior - skills, dispositions, perceptual, rational, action skills, etc.
2. According to the deployment plan and the way of manifestation we distinguish:
 - externalized, extrinsic, explicit, apparent behavior, based on observable structures (...) language, gestures, posture.
 - internalized, intrinsic behavior, implicit- has as dominant characteristics the representation of movement, ideo-motor activity, internal language associated with thought processes, controlled emotional reactions, strategies, plans and action programs, anticipatory, imaginative processes, the presence of motivational impulse, organization and carrying out actions in accordance with certain guidelines, as well as with values, attitudes, beliefs, which must be formed, maintained, stimulated in order to become faster and more efficient.
3. According to the nature of the stimulating or triggering factor, we distinguish:
 - provoked behavior, the stimulus being external to the subject.
 - autonomous behavior, the stimulus being the expression of an action belonging to the personality structures (interests, aspirations, decisions, etc.).
4. According to the nature of the regulatory mechanisms, the behaviors are:
 - homeostatic (balancing, stabilization and conservation), having a static, relatively circular functionality;
 - development (self-organization, dynamics) having as adaptive, integrative functions, openness to lifelong learning, self-training and self-training.
5. According to the degree and complexity of the structure, there are 3 behavioral types:
 - simple- elementary, primary
 - complex-intermediate, secondary
 - hypercomplex - superior, superordinate
6. According to the nature of the expressive and instrumental form, we distinguish:
 - verbal behaviors - based on words, on sentences with significant grammatical structure;

- nonverbal behaviors - based on other media than verbal - mimetic, gestural, symbolic, plastic, musical.

7. According to the psychotemperamental characteristics of the subject in the relations with the world we distinguish:

- extroverted behaviors - the subject focuses on the outside world, avoids loneliness, seeks initiative, leads group activities, easily establishes friendships, easily adapts to new situations, faces risk, is interested in the impression he makes on others;

- introverted behaviors - the subject is self-oriented, contemplative, shows isolation tendencies, increased sensitivity, difficult adaptation, inclination towards self-analysis, economy in movements, communicative caution, etc.

8. After the involved and dominant psychic process, we speak of a behavior:

- perceptual, iconic behavior - through representation;
- intelligent-mental, linguistic, reflexive behavior, through thinking;
- emotional-volitional, decisional, action behavior” (Eţco, et. Al, 2008, pp. 46-48).

3.2. Laws and principles of behavior

The laws and principles of behavior are constants of it, ie a set of reactions characterized by durability over time and stability, with spatial extension. Certain constants retain their authenticity and validity at all levels of development and manifestation of life. Below I will present and briefly describe some of these constants that underlie human behavior, also presented by (Eţco, 2008):

1. Focusing behavior on the preservation of being and life - the instinct of conservation through the force it benefits from directs behavioral reactions to protect the human being and to remove threatening obstacles.

2. Orientation of behavior towards the perpetuation of the species, protection and care of offspring - human beings perpetuate the species through their offspring, and in relation to the degree of culture and creative spirit of each human being they transmit their value from generation to generation through the results of creation.

3. Behavior is directed towards the conservation of space and the expansion of time-space is the place where the individual or group of individuals live, and time delimits the duration of this existence; both are very clearly delimited or rather limited.

4. Behavior tends towards cooperation - human cooperation is characterized by multilateralism because it is achieved between individuals or between groups of individuals, rationalism and awareness because it benefits from an organized and efficient division of labor.

5. Behavior is directed towards communication through language - language is a behavioral form that provides for the transmission of information logically and consciously and social-historical development and social norms based on linguistic rules.

6. Behavior is focused on attraction and repulsion - applied psychology supports the existence of a limited psychological space, and when the behavior exceeds these limits behavioral disorders appear. That is why the human being needs a civilized behavior, tolerance, education and self-education.

7. Behavior tends to seek pleasure and avoid pain - pleasure and pain in human beings depend on the psyche and reason, their values.

8. Dependence on behavior - changing the system of attitudes actually leads to a change in behavior in a positive or negative way, but at the same time human actions in accordance with

attitudes generate a conservation of behavior and a disagreement between them generates a change of behavior.

9. Behavior is oriented towards meeting needs and achieving goals - in addition to the primary needs that actually preserve man and perpetuate the species, there are also spiritual needs in a wide range that exerts a wave of behavioral orientation precisely because they are projected in future and tend to achieve, so they manifest in the form of interests.

10. Human behavior is focused on interest and directed towards its realization - motivation is a phenomenon with a strong influence on human behavior, and is also directly proportional to the intensity, amplitude and duration of behavioral reactions. So the behavior becomes more efficient and more efficient the higher the competition.

11. Human behavior aims to achieve success and avoid failure - behavior bears the responsibility to prove to the human being the existence of a profit, a validity precisely to ensure its consolidation.

12. Human behavior is directed towards freedom, creativity, esteem, prestige; is sensitive to comfort, well-being, progress and prosperity; this direction of behavior is due to the fact that the human being tends to a higher level, as high as possible to achieve.

13. Human behavior is oriented towards satisfying curiosity about action and knowledge - curiosity is actually the basis of human progress, and progress in turn confers improvement and self-improvement.

14. Behavior transformation function - behavior changes depending on the environment, the change can be for better or worse, depending on the transformation strategy. (Eçco, 2008)]

These behavioral constants provide important information about the human being, provide some predictability of behavior in interpersonal relationships.

3.3. Adolescent behavior

Human behavior benefits from two psychic mechanisms that have the role of energizing and stimulating. Motivation is one of them that is “responsible for the fact that a behavior is oriented, preferably, towards one category of objects rather than another” (Nuttin, apud Zlate, 2009). Starting from the analysis of personality traits, a series of primary and secondary needs have been established that coincide with a certain kind of social behavior, and among the most important secondary needs are the need for achievement, the need for affiliation and the need for autonomy. Personality, behavior, motivation strongly interrelate, a fact explained by J. Nuttin's relational model, which starts from the idea that the human being, in his behavior, establishes preferential relationships with the world around him.

The second psychic mechanism, affectivity, is “a psychic process generated by the relations between object and subject in the form of feelings, sometimes attitudinal” (Zlate, 2009, p. 200). Affectivity is in fact “an ensemble of psychic features that ensures the subjective reflection of the concordance between the inner and the external reality, as a dynamic and continuous process” (Tudose, F., et. Al, 2011, p. 225). Emotional expressions can be provoked and directed by the individual voluntarily and consciously and also play an important role in human behavior. Among the most important roles we mention: the role of communication, the role of influencing the conduct of others in order to commit acts, the role of self-regulation in order to better adapt to the situations we face, the role of contagion and the role of accentuating or diminishing oneself. emotional state.

Affective processes can be primary, complex and superior, the complex ones being characterized by a high level of awareness and intellectualization and present in their composition

current and higher emotions that contribute to the realization of moral behavior and also include affective dispositions characterized by imprecise states with relative duration and variable intensity. (Zlate, 2009) If the dispositions are repeated and prolonged in time in the personality of the individual they can degenerate into character traits.

Regarding adolescence, certain behavioral constants are more obvious or more pronounced or tend to either the positive or the negative pole, precisely because during this period there are multiple biological, physical and mental, emotional transformations. These if not managed properly can lead to maladaptive or undesirable behaviors. There may also be blockages in the behavioral change of each adolescent due to the environment and education, habit, need for security, extra effort, low tolerance for change, financial factors and personal attitudes.

During adolescence, the attitudinal system is closely related to the need for affection and confession, resulting in new experiences that the adolescent lives and in which there is a desire to assert the self and the tendency to the idea that he is in adulthood, thus trying to reject and even despise the family. In adolescence is also present the behavioral ambiguity manifested by various forms of conflict in which shyness, frustration dominates, and through conflict, adolescents actually try to avoid the conformity imposed by family or society and perpetuate your own originality.

The purpose of conflicts is to obtain a certain status that gives independence in decision making, excluding the adult from the equation of dictating behavioral manifestations (eg: time to come home, the clothing he must wear). So the teenager explores the environment and himself and compares himself with the same age and adults in the environment, actually trying to build himself. This process carried out by the adolescent does not always take place peacefully, but tensions and conflicts can also be inserted within it. The personality of the adolescent does not have a smooth course, but is oscillating, disharmonious, and he fails or cannot adapt to social and professional norms, where disappointments, frustrations, anxieties, depressions and even deviant behaviors can arise.

Adolescence is a territory conducive to the insertion of emotional disorders such as anxiety and depression, these being in fact some increases in emotional load that cause significant variations in behavior and activities.

Anxiety is defined as “objectless fear, manifested by psychomotor anxiety, vegetative changes and behavioral dysfunctions, has the character of potentiality, distorting the present experience in relation to the future sensed as hostile and predetermined as such (...) Anxiety has the following characteristics: unmotivated; refers to an eminent and indeterminate danger, towards which a waiting attitude appears (alert state); it is accompanied by the conviction of helplessness and disorganization in the face of danger; the association of a vegetative symptomatology generating somatic discomfort; this triggers a vicious circle through which anxiety sustains itself” (Tudose, F., et. al, 2011, p. 226).

In the case of adolescents, anxiety can be a normal reaction to stress that can even help them cope with overwhelming, tense situations (sports competitions, exams, public speaking in front of peers, encounters with sentimental connotation), manifested by excessive sweating, beatings. strong heart or can overcome the typical symptoms affecting the life of the adolescent, either in the educational environment, or in the family or in relationships with friends. Adolescent anxiety can sometimes be difficult to decipher because it manifests itself through certain hidden emotional, physical or social states. Emotional states are identified by: feelings of marginalization, irritability, unexplained explosive states, anxiety, lack of concentration, attention problems; social conditions are manifested by: avoiding interaction with friends, avoiding extracurricular activities, isolation

of age equals; Physical conditions are manifested by: frequent headaches or migraines, gastrointestinal pain, changes in eating habits, excessive fatigue, accuses illnesses without medical reasons.

Anxiety is a negative experience of the adolescent that must be taken into account because it often leads to inhibited behavior, submissiveness, decreased intellectual or work capacity, decreased performance and productivity and certain communication difficulties. The emotional background of the adolescent composed of hypersensitivity, anxiety, tendencies to rumination and tendencies to daydreaming, can tend to critical values, which combined with a family environment without support and support and understanding can lead to depression or even suicide.

Depression, defined in its broadest sense, is described “as a collapse of the basic mood, with the actualization of unpleasant, sad and threatening feelings. Strong emotional participation, deep experience of this state, consensual behavioral training are all arguments to consider depression a negative hypertension. (...) Depressive mood is experienced as vital sadness, loss of feelings, emptiness and inner anxiety, gray perceptual content, sometimes nebulous ”(Tudose, F., et. Al, 2011, p. 229).

Depression has its effects both emotionally and physically and is manifested by: constant feeling of sadness for a long time; interest in activities that were previously considered enjoyable is now lost; the feeling of fatigue, exhaustion is persistent and unjustified; motivation decreases and concentration problems occur; self-esteem is low, generating feelings of worthlessness and worthlessness; past events are amplified and gain in exaggerated importance, thus generating feelings of guilt; inner restlessness that leads to lack of rest and relaxation; loneliness is preferred, eating behavior changes; suicidal ideation even. Depressed adolescents are dominated by the feeling that they no longer have the resources to cope with the demands of life and also by the idea that no one can help them, thus losing interest in activities that fall into the area of adolescence development.

In conclusion, the axial and depressive behaviors of adolescents occur largely due to conflicts and tensions in this period of human development and usually diminish in effect with the establishment of the emotional balance of the adolescent approaching the age of youth.

1. Research methodology

1.1. Research objectives

Objective 1- to identify the level of anxiety in adolescents aged 18-21 years and highlight some correlations with personality traits such as extraversion and emotional stability.

Objective 2- to identify the level of depression in adolescents and highlight some correlations between the level of depression and personality traits such as extraversion, autonomy and conscientiousness.

Objective 3- to identify significant differences in terms of anxiety in adolescents aged 18-21 years depending on the high school profile.

4.2. Research hypotheses

Hypothesis 1: It is assumed that there is a negative correlation between extraversion and depression in adolescents aged 18-21 years.

Hypothesis 2: It is assumed that there is a negative correlation between extraversion and anxiety in adolescents aged 18-21 years.

Hypothesis 3: It is assumed that there is a negative correlation between emotional stability and anxiety in adolescents aged 18-21 years.

Hypothesis 4: It is assumed that there is a negative correlation between conscientiousness and depression in adolescents aged 18-21 years.

Hypothesis 5: It is assumed that there is a negative correlation between autonomy and depression in adolescents aged 18-21 years.

Hypothesis 6: It is assumed that there are significant differences in anxiety in adolescents aged 18-21 who studied at vocational high schools and those who studied at high schools with a real profile.

4.3. Working tools

For data collection, we used 2 tools: the Bog Five / Five Factor Personality Inventory (FFPI) and the Behavior Assessment System for Children (BASC-2).

4.4. Description of the group of participants

In order to conduct this study, a number of 85 participants aged between 18 and 25 years were interviewed.

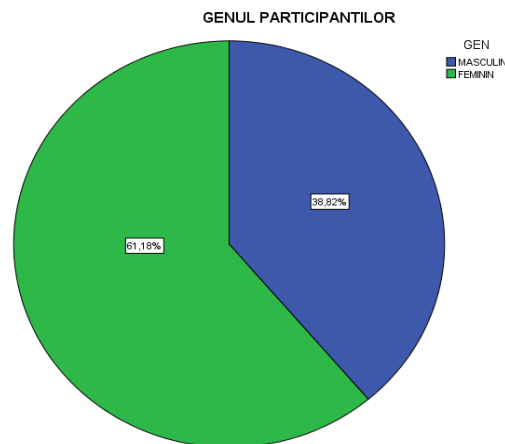


Figure no. 1. Graphic representation of the group of participants according to gender.

From figure no. 1. It appears that the sample consists of 61.8% female participants and 38.82% male participants.

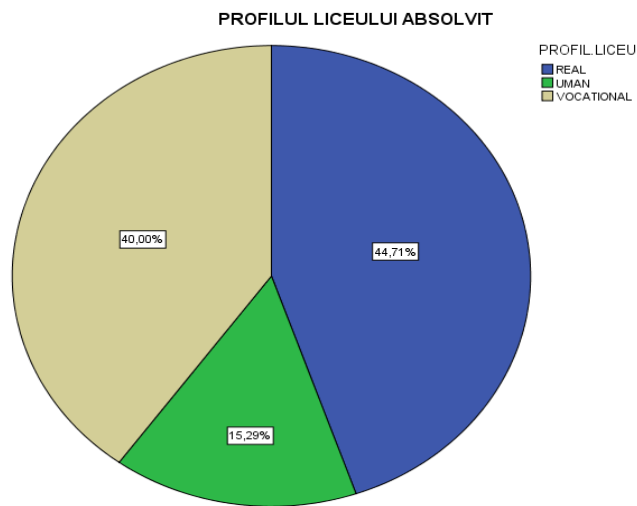


Figure no. 2. Graphic representation of the group of participants according to the profile of the graduated high school.

From figure no. 2. it turns out that the sample consists of 40% participants who graduated high school with a vocational profile, 44.71% participants who graduated high school with a real profile and 15.29% participants who graduated high school with a human profile.

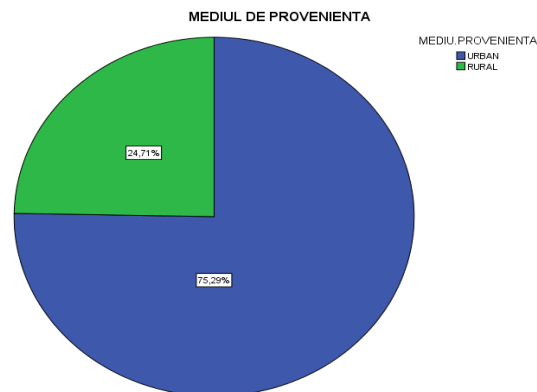


Figure no. 3. Graphic representation of the group of participants according to the environment of origin.

Figure 3. shows that the sample consists of 24.71% of rural participants and 75, 29% participants from urban areas.

5. Checking the hypotheses

Hypothesis 1. It is assumed that there is a negative correlation between extraversion and depression in adolescents aged 18-21 years.

To test the hypothesis we used the extraversion scale from the FFPI Personality Inventory and the depression scale from BASC-2-SRP-COL

Table no. 1. The correlation between extraversion and depression

		EXTRAVERSI UNE	DEPRESIE
EXTRAVERSI UNE	Pearson Correlation	1	-.484**
	Sig. (2-tailed)		,000
	N	85	85
DEPRESIE	Pearson Correlation	-.484**	1
	Sig. (2-tailed)	,000	
	N	85	85

** . Correlation is significant at the 0.01 level (2-tailed).

According to table no. 1. it turns out that there is a negative correlation between the two variables. The value of the Pearson correlation coefficient is - 0.484 at a significance threshold of 0.01.

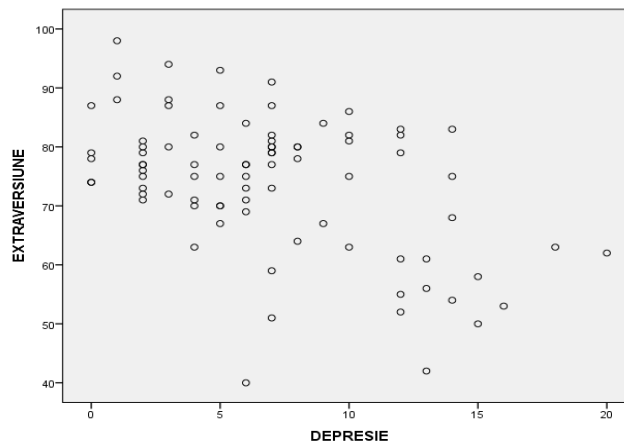


Figure no. 4. Graphical representation of the point cloud for the variables extraversion and depression

The hypothesis is confirmed.

Extraversion is a dimension of personality and is one of the predictors of vulnerability to depression among adolescents. This fact is also supported by the authors Kendler et al., 2004; Karsten et al. 2012, Renner et al., 2013 of specialized studies.

In the 2013 study by Renner and colleagues at the University of Maastricht in the Netherlands, The Composite International Diagnostic Interview (CIDI), Inventory of Depressive Symptoms Self-Report version (IDS-SR) and NEO Five-Factor Inventory are used as research tools. (NEO-FFI). CIDI is a structured interview based on diagnoses and was used to determine

mood disorders that occur in adolescents, the presence of anxiety disorder, alcohol abuse or addiction during adolescence. IDS-SR is a questionnaire that measures the severity of depressive symptoms in the last seven days. NEO-FFI is a personality inventory that measures extraversion, agreeableness, neuroticism, openness to experiences and conscientiousness.

The study was conducted on a sample of 709 adolescents in the Netherlands aiming to see to what extent extraversion and neuroticism are predictors of depressive disorder during adolescence and how they correlate with each other. The study concluded that neuroticism positively correlates with depression disorder obtaining a correlation coefficient $r = 0.66$ at a significance threshold of 0.001, and extraversion correlates negatively with depression obtaining a correlation coefficient of $r = -0,50$ at a significance threshold of 0.001.

Extraversion is defined by strong emotional feelings, sociability, orientation towards things outside one's self, impulsivity, optimism, by the constant need to obtain additional external information, by distributing energy to all spheres of life, by the desire for permanent change, again, through activism, assertiveness, search for sensations, energy, enthusiasm.

Against the background of fragility and emotional lability, depression easily sets in in adolescence. The manifest elements of depression are: feelings of sadness, depression, permanent feeling of exhaustion and fatigue, low motivation even for simple daily activities, low level of self-esteem, agitation and anxiety, feelings of uselessness and excessive guilt, sadness, lack of hope, irritability, frustration and low thinking and decision making.

Analyzing the characteristics of extraversion and considering them at a high level, we find that it is not a good ground for depression, but as it emerged from the present study, the low level of extraversion allows the installation of depression.

Therefore, it must be considered in terms of the onset of depression in adolescence, the antagonist of extraversion, namely introversion. Low extraversion actually means a high level of introversion. Introverted teenagers channel all their energy to protect themselves from external influences, are very much directed towards their own inner world, are hesitant, reflective, prefer loneliness, have lonely concerns, feel a lack of belonging to a certain group, are shy, withdrawn, unsociable, distanced from objects precisely to focus on their own psyche, are closed in on themselves and show a strong tendency to isolate.

Putting under the magnifying glass the defining features of depression and extraversion / introversion, it turns out that introverted teenagers have traits that tip the balance more towards depression than extroverted ones. These general features become even more pronounced in the context of adolescence, which is a transitional period in human development anyway, as adolescents anchor themselves in past acquisitions and experiences in order to make appropriate changes to move into the adult stage of human development.

This transition can be seen as a ladder that the teenager climbs, enters the adult world, and by the time he reaches the adult stage of this ladder, the teenager goes through a wave of turbulence, faces an identity crisis, tries to assume various roles, goes through physical, mental and biological changes, all of which generate an instability of the adolescent's personality. If the time between the two stages is not properly managed, having a predominantly introverted personality, the depression rises to higher levels.

Therefore, a low level of extraversion generates a high level of depression among adolescents.

Hypothesis 2. It is assumed that there is a negative correlation between extraversion and anxiety in adolescents aged 18-21 years.

To test the hypothesis we used the extraversion scale from the FFPI Personality Inventory and the anxiety scale from BASC-2-SRP-COL.

Table no. 2. The correlation between extraversion and anxiety

		Extraversion	Anxiety
Extraversion	Pearson Correlation	1	-,530**
	Sig. (2-tailed)		,000
	N	85	85
Anxiety	Pearson Correlation	-,530**	1
	Sig. (2-tailed)	,000	
	N	85	85

According to table no. 2. it turns out that there is a negative correlation between the two variables. The value of the Pearson correlation coefficient is - 0.530 at a significance threshold of 0.01.

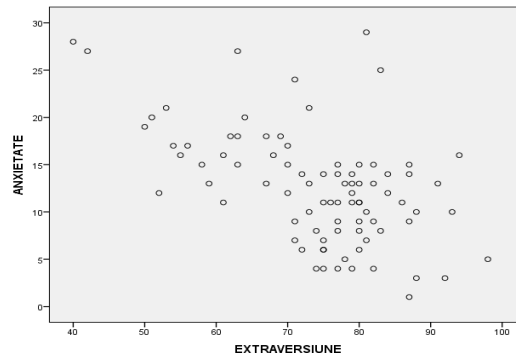


Figure no. 5. Graphical representation of the point cloud of the variables anxiety and extraversion

The hypothesis is confirmed.

Anxiety is one of the most common disorders among adolescents and young people. Adolescents' personality traits have a strong impact on their behavior taken in the context of the turbulent period they are going through.

Therefore, we can realistically consider the fact that extraversion makes its mark on the level of anxiety among adolescents.

This fact is also highlighted in the study conducted by Alizadeh et al., 2017 which uses as research tools the NEO-FFI Personality Inventory that measures traits such as extraversion, agreeableness, neuroticism, openness to experiences and conscientiousness, HADS- questionnaire that assesses severity anxiety and depression disorders and GHQ-12- questionnaire validated on the Persian adolescent population assessing psychological stress. The study was conducted by the authors on a sample of 4763 adolescent participants aged 16-25 years, of which 55.8% female adolescents and 44.2% male adolescents. In this study, one of the authors' conclusions is that high extraversion scores are associated with low levels of anxiety.

Anxiety is in fact a vague fear, without being based on a well-defined object, being characterized by a state of tension and permanent tension, worry, fear of imminent danger, irritability, difficulty concentrating, avoidance of certain tasks, perfectionism, shyness, lack of self-confidence. Anxiety is a precursor to depression if it is not treated.

In the case of adolescents, their personality must be analyzed from an ontogenetic perspective to identify the fusion of all the factors that contribute to the appearance of anxiety. One of the personality factors that can be predictors of anxiety is extraversion. A low degree of extraversion indicates a favorable ground for the appearance of anxiety.

So the more introverted a teenager is, the higher the symptoms of anxiety.

Hypothesis 3. It is assumed that there is a negative correlation between emotional stability and anxiety in adolescents aged 18-21 years.

To test the hypothesis, we used the emotional stability scale from the FFPI Personality Inventory and the anxiety scale from BASC-2-SRP-COL.

Table no. 3. The correlation between anxiety and emotional stability

		Anxiety	Emotional stability
Anxiety	Pearson Correlation	1	-,655**
	Sig. (2-tailed)		,000
	N	85	85
Emotional stability	Pearson Correlation	-,655**	1
	Sig. (2-tailed)	,000	
	N	85	85

According to table no. 3. it turns out that there is a negative correlation between the two variables. The value of the Pearson correlation coefficient is - 0.655 at a significance threshold of 0.01.

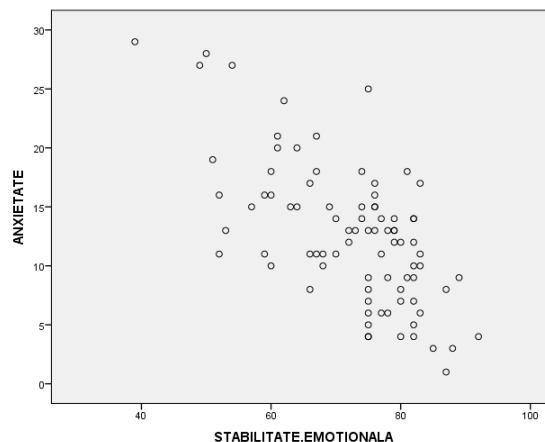


Figure no. 6. Cloud of points emotional stability and anxiety

The hypothesis is confirmed.

In the 21st century, the optimal development of adolescents' personality actually means openness, tolerance, empathy, balance in their own emotional control and the presence of constructive social relationships. For adolescents, academic and intellectual performance is not entirely their identity or their future, but it is imperative that spiritual and emotional well-being coexist. Emotions in the daily lives of adolescents have a particularly important impact on personality development and social adaptation now and in the future. If the emotions of adolescents are in balance, and have a high degree of stability, then the hectic periods of this stage of development can be passed more easily and without significant repercussions for them and even without making their presence felt anxiety, depression, violence, aggression.

However, emotional stability is a good predictor of the adolescent's personality regarding the occurrence of anxiety disorder and also about its severity. Basically, emotional stability serves as a moderating variable in the study of anxiety levels. Man Yee Ho et al., 2013 conducted a study on a sample of 482 adolescents from a university in Hong Kong aged 18-25 years and aim to identify the relationship between personality factors and the level of anxiety, depression and violence. The tools used by the authors are: PHQ-9- questionnaire to investigate depression, GAD-7- questionnaire designed to identify the severity of generalized anxiety disorder in the last 2 weeks and the NEO-FFI Personality Inventory that measures traits such as extraversion, agreeableness, neuroticism, openness to experiences and conscientiousness. This study concludes that low levels of emotional stability correlate negatively with symptoms of anxiety and depression.

Adolescents today are increasingly developing the need to connect to action, but at the same time emotionally and mentally are unstable, fragile, which leads to a possible failure in family life, relationships with friends or in school and academic. Failure in turn propels adolescents into uncertainty, confusion and also demobilizes them, and the confluence with different attitudes of people around them, usually parents, friends and teachers and the pressures exerted by them, results in maladapted adolescents with imminent predispositions to anxiety.

Adolescents with a high level of emotional stability are characterized by optimism, self-confidence, control of their emotions, lack of negativity, a rational and calm approach to the problems that occur in their lives. Therefore, adolescents who have these traits at a low level are prone to develop the symptoms of anxiety at a higher level.

Hypothesis 4. It is assumed that there is a negative correlation between conscientiousness and depression in adolescents aged 18-21 years.

To verify the hypothesis, we used the conscientiousness scale from the FFPI Personality Inventory and the depression scale from BASC-2-SRP-COL.

Table no. 4. The correlation between conscientiousness and depression

		Conscientiousness	Depression
Conscientiousness	Pearson Correlation	1	-,449**
	Sig. (2-tailed)		,000
	N	85	85
Depression	Pearson Correlation	-,449**	1
	Sig. (2-tailed)	,000	
	N	85	85

According to table no. 4. it turns out that there is a negative correlation between the two variables. The value of the Pearson correlation coefficient is - 0.499 at a significance threshold of 0.01.

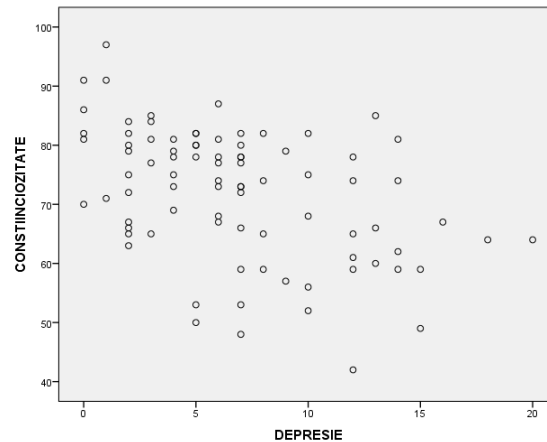


Figure no. 7. Graphical representation of the point cloud on the variables conscientiousness and depression

The hypothesis is confirmed.

Personality traits are significant variables in terms of depressive symptoms among adolescents and, of course, among adults. Conscientiousness being one of these personality traits, it correlates negatively with depression, a fact proven in various specialized studies. In this regard, Ortiz et al., 2007 conducted a study at the Universidad Nacional de Educación a Distancia on a sample of 535 participants aged 12-25 years, using as research tools the BFQ-C Personality Inventory and Children's Depression Inventory (CDI) - questionnaire to assess the level of depression in children and adolescents. Following the processing of statistical data, the authors concluded that personality traits such as extraversion, agreeableness, conscientiousness correlate negatively with depressive symptoms.

Conscientious teenagers are characterized as people who follow the rules, are organized in terms of planning their activities and actions, do their best to do everything right, so they are considered people you can rely on, trustworthy. Conscientiousness as a personality factor implies the ability of adolescents to self-control and self-organize and also their will to pursue their own goals.

Considering the diagnostic criteria of depression that we discussed above and the facets of conscientiousness, we can see that a low level of conscientiousness offers a high predisposition for the onset of depression among adolescents.

From the present study, following the analysis of statistical data, it appears that there is a close link between the level of conscientiousness and depression considering the correlation coefficient obtained $r = -0,449$, in the sense that adolescents with a low level of conscientiousness

have a higher level. of depression. Conscientiousness in essence is interrelated with the motivational processes of adolescents, the latter being part of the defining notes of depression. The presence of depression in adolescence generates a low motivation, therefore conscientiousness is also low. Given that during adolescence, transformations are present in large numbers, it creates an instability of the defining personality traits for adolescents.

Hypothesis 5. It is assumed that there is a negative correlation between autonomy and depression in adolescents aged 18-21 years.

To verify the hypothesis, we used the autonomy scale from the FFPI Personality Inventory and the depression scale from BASC-2-SRP-COL.

Table no. 5. The correlation between depression and autonomy

		Depression	Autonomy
Depression	Pearson Correlation	1	-,430**
	Sig. (2-tailed)		,000
	N	85	85
Autonomy	Pearson Correlation	-,430**	1
	Sig. (2-tailed)	,000	
	N	85	85

According to table no. 5 shows that there is a negative correlation between the two variables. The value of the Pearson correlation coefficient is - 0.430 at a significance threshold of 0.01.

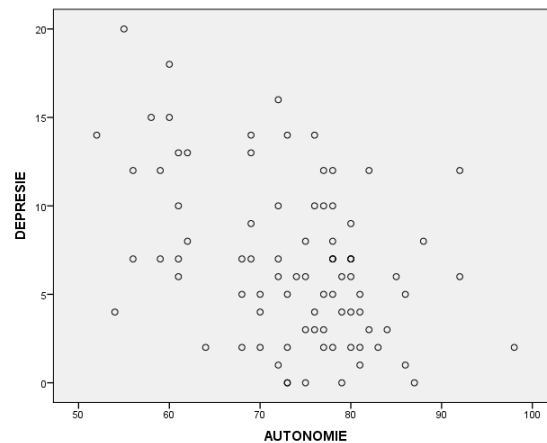


Figure no. 8. Graphical representation of the point cloud of the variables depression and autonomy

The hypothesis is confirmed.

Autonomy is the subject of much research, which in principle focuses on identifying the factors that influence its development. In 1986, the article written by L. Steinberg and S. B. Silverberg published *The Vicissitudes of Autonomy in Early Adolescence*, which captures the

importance of autonomy in adolescence, this article then focuses on research on autonomy especially in the adolescent stage of human development. Another study was conducted by Chou L.K., 2000, in Hong Kong on a sample of 512 students aged 16-25, in which it was found that there are significant correlations between autonomy and depressive symptoms. He found significant correlations in depression and three dimensions of autonomy, namely: de-idealization of parents, non-dependence on parents and individuation.

Also, according to the results of a study conducted by Franken, 2008, the high level of autonomy of adolescents characterizes them as cheerful, calm, generous, tolerant, assertive, with strong self-control and self-confidence and are considered he had few symptoms of depression and anxiety.

Autonomy develops gradually during adolescence with the decrease of parental influence over them, so increases independence from parents, with increasing resistance of adolescents to pressure from others, with the independence of moral, political principles and also problem solving independently. So autonomy is a general concept that subsumes several phenomena together. Therefore, a low level of autonomy generates depressive symptoms at a higher level.

Hypothesis 6. It is assumed that there are significant differences in anxiety in adolescents aged 18-21 who studied at vocational high schools and those who studied at real high schools.

To verify the hypothesis, we used the kindness scale from the FFPI Personality Inventory.

Table no. 6. Calculation of the mean and standard deviation on the two groups of participants

	High school profile	N	Mean	Std. Deviation	Std. Error Mean
Anxiety	Real	38	14,21	6,410	1,040
	Vocational	31	10,58	3,948	,709

From the analysis of table no. 6 shows that the average level of anxiety in the real profile is 14.21 and in the vocational profile is 10.58 with a standard deviation of 6,410 in the real profile and a standard deviation of 3,948 in the vocational profile.

Table no.7. Calculation of the t test for independent samples

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ANXIETATE	Equal variances assumed	4,715	,033	2,753	67	,008	3,630	1,318	,999	6,261
	Equal variances not assumed			2,884	62,690	,005	3,630	1,259	1,115	6,145

According to table no. 7 there is a significant difference between the level of anxiety in high school graduates with a real profile and the graduates of a high school with a vocational profile at a threshold of significance $p = 0.008$ in the sense that people from high school with a real profile are more anxious than those from high school with a vocational profile.

The hypothesis is confirmed.

In the contemporary education system, emphasis is placed on verifying the knowledge acquired by students in accordance with the standards of acquisitions expected in the respective stage of the educational path. In high schools with a real profile, the standards of acquisitions for specializations such as mathematics-computer science and natural sciences are largely based on the results obtained from tests in disciplines such as mathematics, physics, chemistry, computer science, biology, and in high schools with a vocational profile the standards of acquisitions are it is based on the valorization of native skills, inclinations and talents, on the education of courage, perseverance and the spirit of competition and last but not least on the definition of one's own personality by referring to the recognized values in the respective field.

In this context, anxiety can easily penetrate. In this regard, a multitude of studies have been done. Robu, 2014, conducted a study on a sample of 194 adolescents, aged between 18-25 years, graduates of a high school with a real profile and a high school with a vocational profile, of which 81 male participants and 118 female participants. He used the FFPI and TAI-Test Anxiety Inventory Personality Inventory as research tools, and the results obtained from the statistical data processing revealed that adolescents from high-profile high schools had a significantly higher level of anxiety than adolescents from vocational high schools. These results are explained by the fact that in high profile high schools the emphasis is on assessments and tests performed repeatedly and strictly, and in vocational high profile the focus is on an evolution of personal values that will ultimately lead to performance and competition. . Knowledge assessments repeatedly and strictly in high-profile schools, create a breeding ground for anxiety among adolescents, thus affecting their school performance.

Anxiety in such a context is manifested by self-perception and negative expectation, by attitudes of self-depreciation, by unpleasant emotional states characterized by nervousness and psychological tension, by lack of self-confidence, by negativity about the perception of others. of self-esteem in case of failure, through negativity regarding future opportunities and through negativity about the repercussions of a possible failure. These manifestations of anxiety are also present in adolescents from high schools with a vocational profile, but at a lower level precisely because the emphasis here is on identifying skills, educating them, fruiting personal values and only then raising them to a certain level of performance. When the adolescent reaches a certain level of performance in the chosen vocation, then the idea of possible competitions enters the scene.

Therefore, the data obtained in the present study are consistent with other studies in the literature, Moor (2006), Al-Doughmi et al. (2006). The mentioned studies, including the present one, reveal the idea according to which the adolescents from the vocational high schools have a lower level of anxiety compared to the adolescents from the real high schools.

Conclusions

Adolescence is a bridge from childhood to adulthood, sprinkled with a multitude of experiences in psychosocial terms, but also in physical terms. The inevitable physical transformations of this period corroborated with the social, family, school, academic life of adolescents and anchored on a background of unstable personality, can generate the installation of personality disorders such as anxiety and depression.

The present study aimed to analyze the extent to which personality factors influence the level of anxiety or depression among adolescents, and also analyzed whether the profile of the high school they have just finished had a significant influence on the installation. anxiety.

Following the statistical processing of the collected data and their analysis from a psychological point of view, we found that personality factors such as extraversion, emotional stability, autonomy and conscientiousness correlate negatively with the level of anxiety and depression among adolescents aged 18-21. years. Therefore, introverted, emotionally unstable adolescents with a low level of autonomy and a low level of conscientiousness are more prone to the onset and manifestation of symptoms of anxiety and depression. We also found that high schools with a real profile in which competition and testing of knowledge are the basis of teaching activities, are conducive to the development of anxiety at a high level among adolescents, compared to high schools with a vocational profile in which the base is consisting of the identification, development and education of personal skills, which generate a significantly lower level of manifestations of anxiety symptoms.

The conclusions of this study should be read taking into account the fact that the number of participants is relatively small and the composition of the sample is in proportion of over 60% of female adolescents coming in a percentage of over 75% from the urban environment. Despite these limitations, the results of this study make a significant contribution to elucidating individual differences in personality traits as predictors for the development of anxiety and depressive behaviors among adolescents aged 18-21 years.

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