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# The influence of personality features in choosing the profession

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**Abstract.** A profession or trade is a permanent occupation, an activity based on specialized education that someone regularly pursues on the basis of an appropriate qualification, in order to obtain remuneration. Personality is a universe that constantly encourages knowledge, but which can never be exhausted. Goethe believed that the supreme performance of scientific knowledge is the knowledge of man. The idea is justified both by the maximum complexity of the human being and by the fact that "man represents the supreme value for man." Between Nietzsche's pessimism, which states that "man is the animal that can never be defined," and Protagoras' axiological view, that "man is the measure of all things," personality is a global concept, a structure that cannot be defined only by its structural elements. The concept of interest and its implications for human learning and development have an important role in both education and psychology. In a society that continues to transform, social, economic and psychological factors cause profound changes in the sphere of professions and occupations. Therefore, there must be a transition to a training school and an appropriate way so that anyone can meet the requirements in a constantly changing society.

**Keywords.** Influence, traits, personality, choice, profession

## 1. Profession and personality traits

A profession or trade is a permanent occupation, an activity based on specialized education that someone regularly pursues on the basis of an appropriate qualification, in order to obtain remuneration. The profession is a complex of theoretical knowledge and practical skills that define one's training. Expectations for a profession are structured around income, safety, satisfaction, assertion, prestige, working conditions and other elements (influence, responsibility, freedom, etc.) (Jurcan, 2005).

Judging by the hierarchy of needs proposed by Maslow, the profession is on the one hand a product -means because it ensures the satisfaction of basic needs, in their primary or derived form, access to other products based on precarious criteria, and on the other hand, a product -purpose because through its social implications it ensures the satisfaction of the high-ranking needs, respectively of the needs of security, belonging, esteem and self-realization.

**The profession** is therefore a product, a good that is positioned on the market of socio-professional offers in relation to its usefulness and price and which is largely subject to the rules of the decision-making process of purchasing a product. It is an economic rationality, in which the individual calculates the benefits of his choice in relation to its costs. (Jurcan, 2005).

**Personality** is a universe that constantly encourages knowledge, but which can never be exhausted. Goethe believed that the supreme performance of scientific knowledge is the knowledge of mankind. The idea is justified both by the maximum complexity of the human being and by the fact that "**Man represents the supreme value for man.**" Between Nietzsche's pessimism, which states that "**Man is the animal that can never be defined**" and Protagoras' axiological view that "**man is the measure of all things**", personality is a global concept, a structure that can only be described by its structural elements.

The concept of personality has a certain degree of permanence, a dynamic and its own economy, it is the result of the development of innate potentialities in a development environment that is precise from a sociocultural point of view (Tudose & Dobranici, 2011).

The traits were formulated on the basis of psychology and folk medicine and natural language. The history of traits can be approached in several ways, following the equivalents of extraversion and neuroticism identified in different eras (Eysenck and Cookson, 1969) or focusing on the evolution of the currently dominant personality model of the "**five factors**" (Goldberg, 1993).

Carr and Kingsbury's 1938 article examined many fundamental aspects of personality psychology. They emphasized the predictive nature of traits, knowing a person's traits predicts how likely they will behave. They formulated the idea that traits are not directly observable, they can only be deduced from behavior. This is the vision of some famous theorists of personality. McCrae and colleagues (2000, p. 175) stated that traits cannot be observed directly, but must be deduced from patterns of behavior and experiences that are known to be valid indicators of traits.

Allport considered that most people have certain dispositions that shape most of their behaviors, in the vast majority of life contexts. These would be the generalized dispositions of the person, entitled cardinal features. If for one person the central purpose of life is the acquisition at any cost, by means of socio-political statutes, then parenthood could be its cardinal feature, as for another person who would orient his whole life and conduct in accordance with ethical norms prescribed in a certain cultural space, morality/ conscientiousness could be the cardinal feature.

Subordinate to these **cardinal** features are the **central** features, which represent provisions with a lower degree of generality, less present in the person's conduct compared to cardinal features. To a lesser degree of generality are the secondary dispositions/ features; these frequently take the form of personal attitudes. Allport pointed out that for each person there is a unique way of structuring these types of traits, which allows us to understand the uniqueness and expressive identity of each, even when the situation shows absolutely identical pressures on a group of individuals. Allport supports the decisive role of disposing of personality traits or dispositional patterns and the biopsychological conception of personality traits, because as he himself said "it cannot be said that any label-trait implies a trait; but rather beyond the errors of empirical observations, there are authentic mental structures in each personality ", which explains its behavioral consistency (1936, p. 289).

Raymond B. Cattell is another theorist and practitioner who for whom features are the fundamental basic unit in the stage of personality consistency. Cattell relatively retains the conceptualization of traits, originally proposed by Allport, but illustrates the virtues and especially the need to use factorial procedures in identifying personality traits. Cattell introduces factor analysis into personality psychology, demonstrating how trait factors can be extracted and how redundant elements can be removed from the description of personality.

## 2. Career choice

Personality can predict different criteria related to the profession in addition to job performance. Specialized analyzes (Allwood et al., 2009) have identified several areas in which personality could have consequences, including contextual performance.

Contextual performance is defined as behaviors that support the organization, other than core business as well as choice-related processes, such as professional interests, general career processes, such as career change, and professional satisfaction and well-being, that is, professional stress. It is recognized that organizations need employees to do more than explicit work as defined in the job description. Contextual performance refers to other desirable behaviors, such as the manifestation of quality as a good member of the organization, altruism and collaboration, as well as effective collaboration with others. Personality can especially predict these behaviors because they are targeted, not mandatory.

The opposite of contextual performance is the counterproductive behaviors that lead to the organization, including theft, violence, drug use and other types of wrongdoing. The observation that people with different activity have different personality traits.

The reason for career guidance is given by the idea that has been influential in organizational psychology, that of the fit between person and environment (Schneider et al, 1997). It is assumed that employees will be happier and more productive if, firstly, they possess the skills and abilities necessary for that job, and secondly, if the activity is congruent with their values and needs. For example, a person who strives to achieve needs a job with opportunities for promotion and self-improvement. A popular theory in this field (Holland, 1997) describes six personality types that correspond to different occupational interests. The degree of fit between the personality type and the real activity of the respective person influences the professional satisfaction and tension.

Furnhan (1992) concludes that this prediction is well supported by evidence, although congruence seems to be only one of the factors influencing satisfaction. Hard and poorly paid work is not attractive to any type of personality. Ackerman and Heggestad (1997) describe four feature complexes; social, bureaucratic-conventional, mathematics and other sciences and intellectual-cultural are quite weak associations of features but they suggest how useful it is to examine the personality in relation to interests and abilities. The results suggest that measures of personality traits have their place in career guidance. It seems that professional interests and traits, although overlapping, are distinct constructions and may be useful in organizational psychology (Larson et al, 2002). According to the principle of **added value**, the measurements of the features provide information about the adaptation to the working environment which are not included in the measurements of the interest.

A simple concept is that a person's traits are a stable predisposition that favors certain types of work, but we can examine how the personality is related to the development of longer careers. People may have different reasons to change their job, such as better conditions elsewhere, but in general the change is related to counterproductive behaviors (Salgado, 2002). Not only does personality influence work-related behaviors, but it can change as the person fits into the work environment. Studies show that a high level of neuroticism and a low level of conscientiousness are most likely to change service (Barrick and Mount, 1996). Extraversion and conscientiousness are the main predilection factors for both official job search activities and contacting friends for useful information and contacts (Wanberg, Kanfer, & Banas, 2000).

Traits are linked to professional interests and choices so that assessment can contribute to career guidance. The most constant predilection factor is conscientiousness that is related to integrity and other desirable work-related components. Personality traits, and especially neuroticism, are also linked to vulnerability to occupational stress and may be relevant to stress

management programs, which aim to assess the resources and problem-solving resources of those individuals.

### **3. Interests - General considerations and conceptual delimitations**

The concept of interest and its implications for human learning and development have an important role in both education and psychology. In a society that continues to transform, social, economic and psychological factors cause profound changes in the sphere of professions and occupations.

Therefore, there must be a transition to a training school and an appropriate way so that anyone can meet the requirements in a constantly changing society.

Forms of educational choice freely and consciously involve a mature student in intellectual, affective-motivational terms. This choice must be made according to the personality characteristics of the students, with talents, abilities, educational interests and values.

Identifying interests is absolutely important, as it leads to the generation and selection of those educational and professional alternatives that will contribute to a future career.

Given that most adults spend almost half of their working hours at work, the psychology of vocational interests and preferences offers critical perspectives on the relationship between occupation and personal fulfillment (Robinson and Bostrom, 1994; Robinson and Godbey, 1997).

Recent evidence suggests that workers whose occupations are in line with their interests perform better on work assignments than those with weaker matches (Nye et al., 2012).

Research also indicates that competence and occupational satisfaction are largely a determinant of overall satisfaction and happiness in relation to choices in life (Erdogan et al., 2011).

Consequently, the study of vocational psychology is relevant both for predicting occupational choice and for understanding the determinants of general well-being.

Traditionally, the theory of professional preferences has focused on matching the personality type with a suitable career, determined by the characteristics of the work environment, including flexibility for decision making, challenges and complexity of tasks typical of that career (Holland, 1997).

More recently, the focus of the research has been to examine more closely how job-related interests are formed from childhood to adolescence and how these interests are reflected in subsequent choices, education and careers (Krapp, 2007).

This change is largely the result of findings that correlate professional interests and educational expectations, as well as achievements (Patrick et al., 2011).

Empirical results suggest that those whose occupational aspirations and educational expectations are misaligned have greater difficulty in building a reasonable way of life that leads to job stability and higher wages (Sabates et al., 2011).

While the theories of the source of vocation have existed since 1900 with Parsons; followed by Strong, the basic foundation of vocational psychology can be traced in the work of John L. Holland (1959).

Fundamentally, Holland's theory of job satisfaction, stability and performance depends on matching the personality with the work environment. Holland identified six types of personalities: Realistic, Investigative, Artistic, Social, Entrepreneurial and Conventional (abbreviated as RIASEC), each of which can be characterized by a combination of interests, favorite activities, beliefs, abilities and values. These types of personalities are related to work environments that correspond to the same dimensions as the RIASEC categories.

Congruence occurs when the personality type and the professional environment are complementary, leading to an increase in workers' satisfaction compared to other situations where the personality type and the environment are not compatible. It is important to point out that the idea of "matching" between personality and environmental conditions has been adapted and modified to explain congruence and lack thereof in examining the relationships between individual dispositions and the characteristics of different social contexts such as family, peer groups and collectives. , as well as their reappeared psychological and social qualities (Cook et al., 2002).

According to Paul Popescu-Neveanu, the common factor of all definitions is that interest is treated "as a relationship or relationship between a subjective requirement and a given objective that may become interesting to the subject," he defines interest as "the relationship of correspondence between internal requirements , the subject of trends and a series of actions, so that the subject is actively oriented towards objects on his own initiative or action and it has a major value for the subject, attracts and gives satisfaction "(Popescu-Neveanu, 1978).

Interests have "genetic roots, developed on a fertile background" (Pomazan, Sava and Petcu, 2009). By addressing the qualitative and quantitative aspects of a person's behavior from an activity or object, we can identify both consolidated interests and those that, for various reasons, have not been sufficiently explored.

Mielu Zlate defines career as "a succession of professions, occupations, positions, experiences and roles of the individual practiced throughout his professional life, along with their subjective interpretation resulting in different career paths" (Zlate, 2004).

According to Andreas Krapp, a person's real interests "provide guidance when the individual has to make decisions about the directions of future learning goals and the directions of the next step of intentional learning and development" (Krapp, 2003).

The existing literature in vocational psychology has consistently demonstrated that interests stabilize as transitions from adolescence to early adulthood (Low et al., 2005). This finding is intuitively compatible with the four-phase interest development model for several reasons. First, the likelihood of encountering a truly unusual incentive decreases as man's frame of reference to the world increases. Second, as one person gets older, it is more likely that well-developed past interests could eliminate others. As individuals are constrained by time and limited ability to pay attention, choices about what interests might be cultivated compete with each other.

#### **4. The purpose of the research**

A profession or occupation is a permanent occupation, an activity based on specialized education that someone regularly pursues on the basis of an appropriate qualification, in order to obtain remuneration. The profession is a complex of theoretical knowledge and practical skills that define one's training. Expectations for a profession are structured around income, safety, satisfaction, assertion, prestige, working conditions and other elements (influence, responsibility, freedom, etc.) (Jurcan, 2005).

#### **5. Research objectives**

Analysis based on age, gender and educational context.

Identification of vocational interests in the sample participants.

Identification of personality traits in the sample participants.

#### **6. Research hypotheses**

Hypothesis 1 - It is assumed that there is a **positive correlation between emotional stability and the realistic type**, in students attending the faculty of psychology.

Hypothesis 2 - It is assumed that there is a **positive correlation between autonomy and artistic type**, in students attending the arts faculty.

Hypothesis 3 - It is assumed that there is a **negative correlation between conscientiousness and the realistic type**, in students attending law school

Hypothesis 5 - It is assumed that there are **significant differences in personality traits**, depending on the profile chosen.

## **7. Research tools**

The method used in this paper was the survey based on two questionnaires:

- Five-Factor Personality Inventory (FFPI) - evaluates the five superfactors in the Big Five model: Extraversion (E), Kindness (A), Conscientiousness (C), Emotional Stability (S) and Autonomy (D).
- The IEC (interest assessment questionnaire) - The IEC questionnaire assesses a person's interests, ie their crystallized preferences for certain areas of knowledge or activity. They are essential motivational factors in choosing a career and determine the degree of satisfaction and performance that the person achieves in the activities they carry out. The questionnaire is intended to assess a person's interests, ie their preferences for a particular activity or field of knowledge.

## **8. Research participants**

The population of the sample includes students from the Faculty of Arts, the Faculty of Law and Administrative Sciences and the Faculty of Psychology and Educational Sciences, at Ovidius Constanța University, aged between 18 - 55 years.

We used a non-probabilistic sample, consisting of 90 subjects, 69 female subjects and 21 male subjects.

The share of subjects by age and gender is shown in the following graphs:  
Observing the above figures, the participants are divided into 76.67% female subjects, and the remaining 23.33% male subjects.

Also, we can say that the ages vary between 18 and 55 years, the highest percentage being represented by subjects aged 19, this being 50.00%.

From another perspective, the participants are divided into 33.33% students at the Faculty of Law and Administrative Sciences, 33.33% students at the Faculty of Arts and 33.33% students at the Faculty of Psychology and Educational Sciences.

## **9. Analysis and interpretation of results**

**Hypothesis 1 - It is assumed that there is a positive correlation between emotional stability and the realistic type, in students attending the faculty of psychology.**

The verification of hypothesis I.1 was performed based on the results obtained from the application of the two instruments: Five-Factor Personality Inventory (FFPI Questionnaire) and the IEC Interest Assessment Questionnaire.

Table 1. Correlation table between Emotional Stability and the Realistic Type

		REALISTIC TYPE	FFPI_EMOTIONAL STABILITY
REALISTIC TYPE	Pearson Correlation	1	.453*
	Sig. (2-tailed)		.012
	N	30	30
FFPI_EMOTIONAL STABILITY	Pearson Correlation	.453*	1
	Sig. (2-tailed)	.012	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).  
a. The following field has been chosen = Faculty of Psychology

The table above confirms the presumption that there is a positive correlation between the two aspects, Emotional Stability and Realistic Type. The correlation has a value of 0.453, at a significance threshold of less than 0.05.

In this case, we can consider the fact that hypothesis I.1 is confirmed, so there is a positive correlation between emotional stability and realistic interests, in students studying at the faculty of psychology.

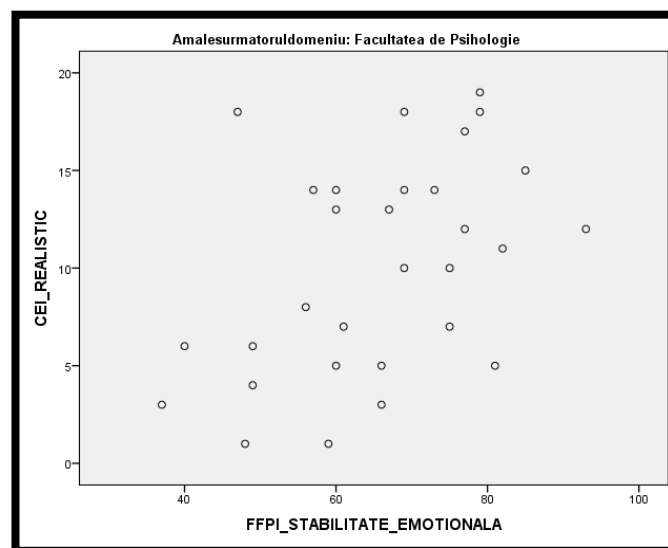


Figure 1. Point cloud of the correlation between Emotional Stability and Realistic Type

Realistic interests often involve work activities that include practical problems and solutions. Many of the occupations of people with realistic interests require working outside and do not involve working with documents or working with other people.

The realistic personality type prefers and enjoys using his hands and eyes to explore the world and achieve things. Individuals with this type of personality prefer to do outdoor activities and occupations, mechanical and physical. They prefer to work with things such as objects, tools, machines, plants and animals, rather than ideas, data and people.

Due to their ability with physical objects, they are very good in emergencies. The realistic personality type does very well with the physical world, which often means that they are very independent, practical-minded, strong, aggressive and conservative. Often, they may not have strong communication skills and tend to think in extremes. In other words, emotional stability remains the central theme in personality studies. The concept of stable emotional behavior at any level is one that reflects the fruits of normal emotional development. Emotional stability was examined and recognized as a representation of personality in the human mind (Cattell, 1943).

An interesting aspect of the results is the fact that this correlation is identified in the case of students from the Faculty of Psychology. In theory, the personality type based on realistic interests prefers to work with animals, tools or machines and generally avoids social activities such as teaching, counseling, caring and informing others.

In addition, as shown in personality theory (Holland and Rayman, 1986), characteristics for individuals with a high level of emotional stability are positively significantly correlated with realistic interests. They prefer activities that involve good motor organization, prefer solving specific problems and not the abstract one. Their preferences are directed to those activities that require a systematic and orderly manipulation of objects, tools.

As the results obtained from our own analysis show, this realistic interest could be partly due to the role that emotional stability plays in anticipated or acquired individual professional behaviors. Certainly, much more research is needed to conclude the cause of this correlation relationship in psychology students.

**Hypothesis 2 - It is assumed that there is a positive correlation between autonomy and the artistic type, in students attending the arts faculty.**

The verification of hypothesis I.2 was performed based on the results obtained following the application of the two tools: Five-Factor Personality Inventory (FFPI Questionnaire) and the IEC Interest Assessment Questionnaire.

*Table 2. Correlation table between Autonomy and Artistic Type*

		Correlations <sup>a</sup>		
			ARTISTIC TYPE	FFPI_AUT HONOMY
Spearman's rho	ARTISTIC TYPE	Correlation Coefficient	1.000	.539**
		Sig. (2-tailed)	.	.002
		N	30	30
	FFPI_AUTHONOMY	Correlation Coefficient	.539**	1.000
		Sig. (2-tailed)	.002	.
		N	30	30

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

a. The following field has been chosen = Faculty of Arts

The table above confirms the presumption that there is a positive correlation between the two aspects, Autonomy and Artistic Type. The correlation has a value of 0.539, at a significance threshold of less than 0.05.

In this case, we can consider the fact that hypothesis I.2 is confirmed, so there is a positive correlation between autonomy and artistic interests, in the students studying at the art faculty.

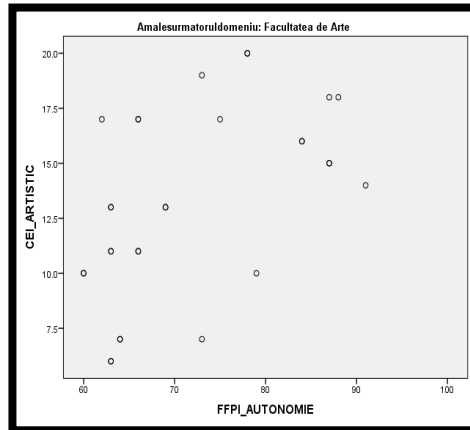


Figure 2. The point cloud of the correlation between Autonomy and Artistic Type

Individuals who identify with artistic interests use their hands and minds to create new things. They appreciate beauty, unstructured activities and variety and also enjoy interesting and unusual people, views, textures and sounds. These individuals prefer to work in unstructured situations and use their creativity and imagination.

This type of personality is particularly sensitive to aspects such as color, shape, sound and sensation. People who have this type of interest also have a lively spirit and a lot of enthusiasm and can often stay focused on a creative project and forget everything around them. These people solve problems by creating something new. Their ideas may not always be to the liking of others, but the opposition does not discourage them for long.

These individuals are creative, impulsive, sensitive and visionary. Although they are creative people, they may not necessarily express themselves through the use of paint and canvas. Creativity can also be expressed through a type of artistic personality with data and systems. These people prefer to work alone and independently, rather than in teams or with others.

In addition to this, the notion of personal autonomy is a feature that many people try to find throughout life.

The term autonomy comes from the Greek words auto (self) and nomos (law) and means self-management (Senturan, Kose, Sabuncu and Ozhan, 2012).

People who experience the characteristic of autonomy throughout their lives will often have an intense desire for personal freedom and will set moderate goals for themselves that will increase their well-being and independence. Radel, Sarrazin, Pelletier, and Milyavskaya (2011) describe autonomy as a basic psychological need that has the potential to represent an individual's propensity for a desire for self-government, as defined by his or her behavioral goals.

These things support and emphasize the results obtained, more precisely the positive correlation between Autonomy and Artistic Interests. It is known that people who manifest artistic interests, use the artistic form as a way of personal expression, individualized, thus

outlining the desire for authenticity by expressing autonomy, and the validation of this hypothesis confirms the personal assumption of this aspect.

**Hypothesis 3 - It is assumed that there is a negative correlation between conscientiousness and the realistic type, in students attending law school.**

The verification of hypothesis I.3 was performed based on the results obtained following the application of the two instruments: Five-Factor Personality Inventory (FFPI Questionnaire) and the CEI Interest Assessment Questionnaire.

Table 3. Correlation table between Conscientiousness and The Realistic Type

Correlations <sup>a</sup>			
		REALISTIC TYPE	FFPI_CONSCIENTIOUSNESS
REALISTIC TYPE	Pearson Correlation	1	-.409*
	Sig. (2-tailed)		.025
	N	30	30
FFPI_CONSCIENTIOUSNESS	Pearson Correlation	-.409*	1
	Sig. (2-tailed)	.025	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

a. The following field has been chosen = Faculty of Law

The table above confirms the presumption that there is a negative correlation between the two aspects, Conscientiousness and Realistic Type. The correlation has a value of -0.409, at a significance threshold of less than 0.05.

In this case, we can consider the fact that hypothesis I.3 is confirmed, so there is a negative correlation between conscientiousness and realistic interests, in students studying law.

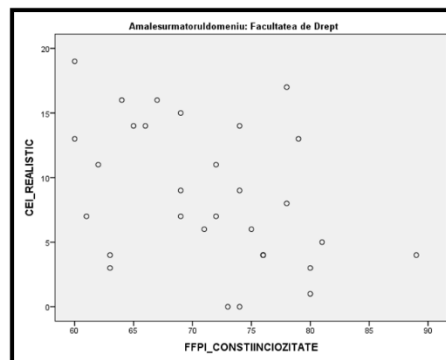


Figure 3. The point cloud of the correlation between Conscientiousness and the Realistic Type

Realistic personality is associated with mechanical and athletic ability, but with a relative lack of social skills. Realistic people appreciate concrete things and tangible qualities (for example, money, power, and status).

Realistic interests often involve work activities that include practical problems and solutions. Many of the occupations of people with realistic interests require working outside and do not involve working with documents or working with other people. The realistic personality type prefers and enjoys using his hands and eyes to explore the world and achieve things. Individuals with this type of personality prefer to do outdoor activities and occupations, mechanical and physical. They prefer to work with things such as objects, tools, machines, plants and animals, than with ideas, data and people. The characteristics listed for the realistic type are: asocial, sincere, authentic, honest, materialistic, modest, natural, persistent, practical, inflexible, stable.

From another perspective, conscientiousness is a personality trait that manifests itself by being attentive and hardworking. Conscientiousness implies the desire to do a task well and to take your obligations seriously, so conscientious people tend to be efficient and organized.

Individuals with this developed characteristic, have a tendency to show self-discipline, to act carefully and to aim to achieve certain things; displays planned behavior rather than spontaneous behavior; and are generally reliable. It manifests itself in characteristic behaviors, such as neat and systematic; also including elements such as attention, thoroughness, and deliberation (the tendency to think carefully before acting) (Thompson, 2008).

Conscientious people are generally hardworking and trustworthy. They are also likely to be compliant (DeYoung et al., 2002). When taken to extremes, they can also be “behavioral,” perfectionist, and compulsive in their behavior (Carter et al., 2015).

A possible explanation for this phenomenon may be the fact argued in one of the specialized studies, which says that people who have a low level of conscientiousness tend to be withdrawn, less goal-oriented and less driven by the idea of success; they are also more likely to engage in antisocial behavior (Ozer & Benet-Martínez, 2006). Therefore, the lower the level of conscientiousness, the more the desire to put into practice tangible activities, in order to achieve goals based on realistic interests.

Also, a possible cause of this discrepancy may be the classic difference between the theoretical and practical aspect of the field studied. The more present the focus on the theoretical aspect, the perfectionism based on theory, can inevitably become a formula for failure in performance in the field of law, which requires adaptability to the specificity of cases, constant changes in the spectrum of legislation, and lack of control absolutely in certain situations not foreseen by the theoretical aspect.

These explanations complement the results obtained, thus explaining the negative correlation between conscientiousness and realistic interests identified in law students.

**Hypothesis 4 - It is assumed that there are significant differences in terms of personality traits, depending on the chosen profile.**

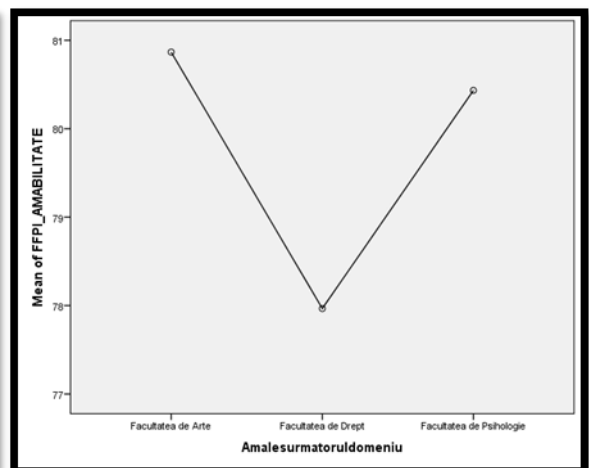
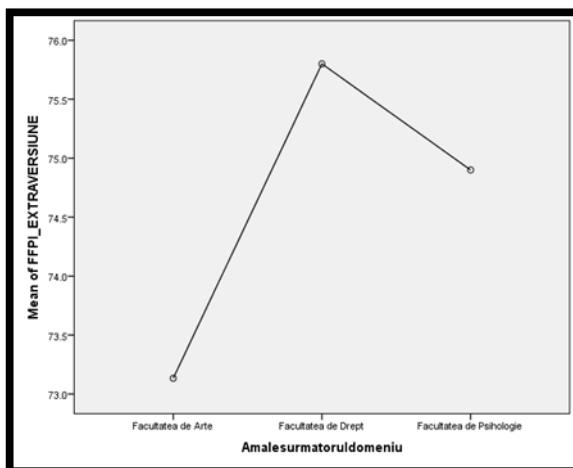
The verification of hypothesis I.4 was made on the basis of a comparative analysis between students attending an arts faculty, law students and students studying psychology, considering the personality traits, registered in the Five-Factor Personality Inventory (Questionnaire FFPI).

*Table 4. Anova table*



		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
FFPI_EXTRAVERSION	Between Groups	110.422	2	55.211	.364	.696
	Within Groups	13188.967	87	151.597		
	Total	13299.389	89			
FFPI_COURTESY	Between Groups	146.822	2	73.411	.755	.473
	Within Groups	8459.800	87	97.239		
	Total	8606.622	89			
FFPI_CONSCIENTIOUSNESS	Between Groups	16.267	2	8.133	.123	.884
	Within Groups	5753.733	87	66.135		
	Total	5770.000	89			
FFPI_EMOTIONAL STABILITY	Between Groups	23.622	2	11.811	.072	.931
	Within Groups	14294.167	87	164.301		
	Total	14317.789	89			
FFPI_AUTONOMY	Between Groups	149.622	2	74.811	.735	.482
	Within Groups	8849.267	87	101.716		
	Total	8998.889	89			

The result of the One-Way Anova test in the table above indicates that there are no significant differences between the subgroups tested, in the case of the 5 variables mentioned (Extraversion, Kindness, Conscientiousness, Emotional Stability, Autonomy), because the significance threshold is higher than  $p = 0.05$ .



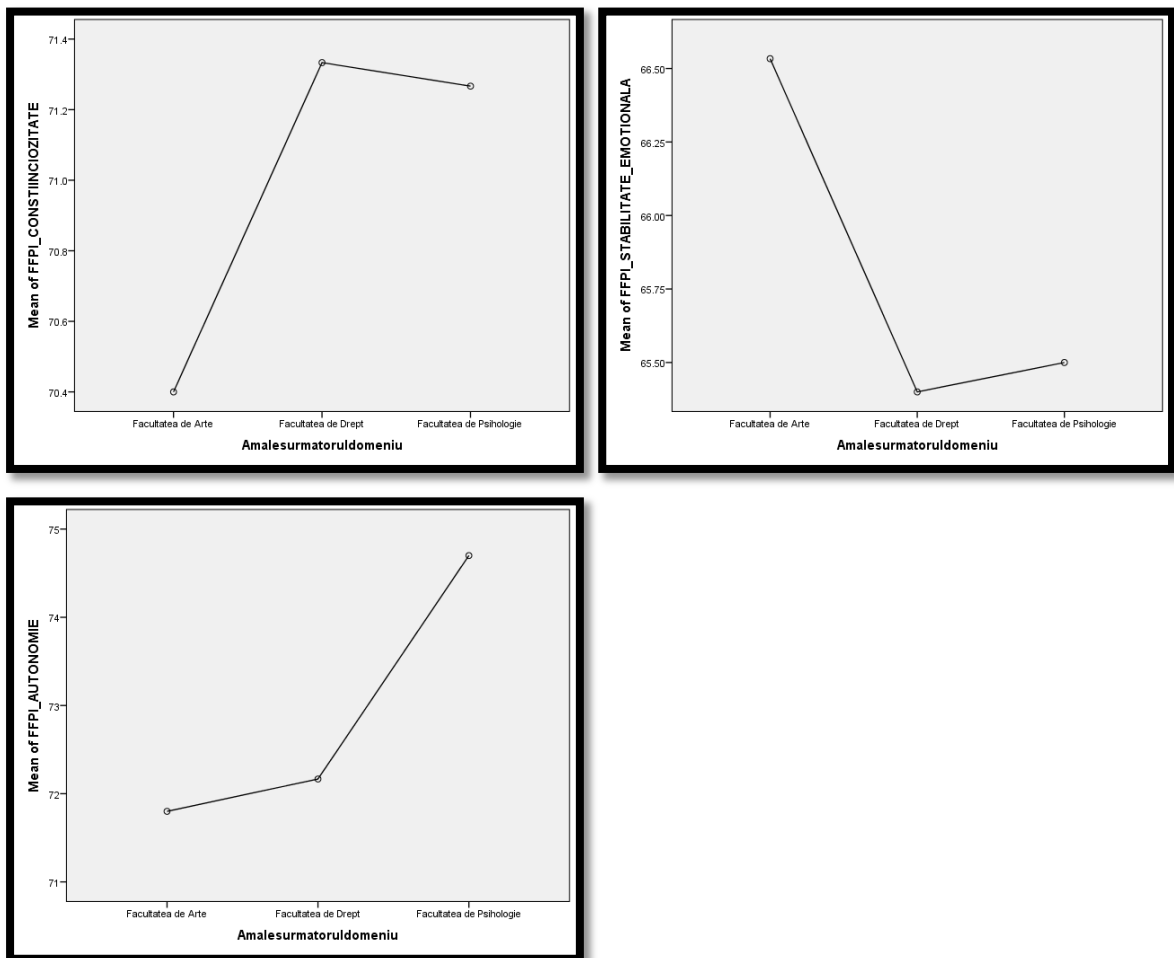


Figure 4. Graphic representation - Mean Plots – Anova

In this case we can say that hypothesis I.5 is not confirmed, so we suspend the decision.

In a paper on Personality and Individual Differences, Anna Vedel of Aarhus University in Denmark reviewed all published evidence on how personality varies according to students' choice of academic subject and reported that there are constant differences between areas.

Vedel (2016) searched numerous academic databases in search of relevant studies and found 12 that involved personality tests performed on 13,389 students. Most studies were conducted in North America and Europe, and the average age of participating students ranged from 18 to 26 years.

All but three studies found that students' personalities differed by their academic background (and one in three who did not find this result probably had too small a sample to detect differences). In statistical terms, the magnitude of the effect of these personality differences depending on the university field was average (and large for the Extraversion trait) (Vedel, 2016).

Among the main findings were the following (Vedel, 2016):

- Psychology students and those studying arts and humanities, tended to get a higher score on neuroticism (emotional instability).

- Law, business and economics have achieved a low level of agreeableness, especially compared to students in medicine, psychology, science, arts and humanities.
- Students in psychology, humanities and arts tended to achieve a higher level of openness to experience than others.
- Students in the arts and humanities have achieved a lower level of conscientiousness than most.

There are some important shortcomings in the existing literature, especially since many of the studies measured the appearance of students' personalities after being enrolled in their courses for some time, which makes it difficult to know if people's personalities shape the subjects they choose or if experience studying their subject shapes their personality (Vedel, 2016).

However, Vedel noted that those studies that tested students shortly after enrollment found similar results to other studies that involved subsequent measurements, which is consistent with the idea that personality influences the areas young people choose. rather than vice versa (Vedel, 2016).

Vedel adds that this line of research could one day be used to help students make optimal decisions about which subject to study at university. However, she acknowledges that it remains to be seen whether this will be possible, as there is still little evidence to explain whether specific personality profiles are beneficial for students studying specific fields. Another possibility, she writes, would be for lecturers to be able to investigate the typical personality profile of students studying their field and then adapt their teaching approach in a way that actively involves these types of students at a much higher level. advantageous (although this specifies that there is little evidence that students in different fields have different learning styles) (Vedel, 2016).

In contrast to the above, the results obtained do not support the presence of significant differences between the research subgroups, in terms of personality traits. This may be due to the same limitations identified by Vedel in the review, namely the limited number of subjects.

### **Conclusions**

A profession or trade is a permanent occupation, an activity based on specialized education that someone regularly pursues on the basis of an appropriate qualification, in order to obtain remuneration. The profession is a complex of theoretical knowledge and practical skills that define one's training. Expectations for a profession are structured around income, safety, satisfaction, assertion, prestige, working conditions and other elements (influence, responsibility, freedom, etc.) (Jurcan, 2005).

Personality is a universe that constantly encourages knowledge, but which can never be exhausted. Goethe believed that the supreme performance of scientific knowledge is the knowledge of man. The idea is justified both by the maximum complexity of the human being and by the fact that

"Man represents the supreme value for man." Between Nietzsche's pessimism, which states that

"Man is the animal that can never be defined", and Protagoras' axiological vision, which said that "man is the measure of all things, personality" is a global concept, a structure that can only be described by its structural elements.

The concept of interest and its implications for human learning and development have an important role in both education and psychology. In a society that continues to transform,

social, economic and psychological factors cause profound changes in the sphere of professions and occupations.

Therefore, there must be a transition to a training school and an appropriate way so that anyone can meet the requirements in a constantly changing society.

Forms of educational choice freely and consciously involve a mature student in intellectual, affective-motivational terms. This choice must be made according to the personality characteristics of the students, with talents, abilities, educational interests and values.

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