#47 PAPER 62 - EMOTIONAL STABILITY AS A PERSONALITY TRAIT OF DENTAL STUDENTS IN CORRELATION WITH PROFESSIONAL INTERESTS

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Abstract
One of the issues during the past two decades that has attracted the attention of experimental and theoretical debate is emotional factor. This interest could be partly due to the role that emotional stability in individual professional behaviors plays. The aim of the present study was to evaluate the relationships between emotional stability as a personality trait with professional interests of students from the final year from the Faculty of Dental Medicine, Ovidius University of Constanta. Pearson's correlation coefficient showed that a significant positive correlation between emotional stability, as a personality trait and investigative, realistic and social interests as well as a moderate positive correlation with the enterprising interests. There was no correlation between emotional stability, as a personality trait and artistic and conventional interests. Regarding the emotional stability, they can face the stressful situations, without extreme and inconsistencies events in any situation. These results confirm that all the Dental Medicine final year students meet the requirements relating to professional interests described by the ideal profile of a dental practitioner.

Keywords: emotional stability, professional interests, dental student profile

1. INTRODUCTION

The aim of all dental students is to succeed in their career. This means successfully completing their studies, receiving their degree, and being able to insert themselves into the labor market. Academic success depends on financial, personal and personality trait. Personality trait which can positively influence or negatively interfere upon their success are: extroversion, agreeableness, conscientiousness, emotional stability and openness to experience (Costa & McCrae, 1992).

One of the issues during the past two decades that has attracted the attention of experimental and theoretical debate is emotional factor. This interest could be partly due to the role that emotional stability in individual professional behaviors plays.

Dentists particularly, are daily immersed in stressful situations which they must, perforce, face and handle. They also bear the responsibility of fulfilling demands of attention and concentration when interacting with patients. There is no doubt that their performance is contingent upon their personality traits. We therefore considered that determination of final year student personality traits could provide us relevant data to better understand their future performance related to their professional interests.

2. PURPOSE OF STUDY

The aim of the present study was to evaluate the relationships between emotional stability as a personality trait with professional interests of students from the final year from the Faculty of Dental Medicine, Ovidius University of Constanta.

This paper study emphasizes the importance of knowing the implication of relationship between emotional stability, as a personality trait (Costa & McCrae, 1992) and professional interests of students from the final year from the Faculty of Dental Medicine. These informations are potentially useful in the career counselling context and the future career success.
3. METHODS

The study was hypothesised that there is a significant positive correlation between emotional stability as a personality trait (Costa & McCrae, 1992) and each of the interests of vocational/professional (Holland hexagonal model) and the conventional social, investigative, realistic, entrepreneurial and artistic interests.

To achieve the main goal of the study, research data were collected by means of questionnaire from a sample of 56 final year dental students. Assessments were made at Center of Counseling and Career Guidance within the Ovidius University of Constanta.

Assessment tools used in the study are taken from the Platform of Psychological Evaluation Cognitrom Assessment System (CAS, Miclea et al., 2006): the personality traits as measured by the Five-Factor Personality Inventory (FFPI) and professional interests as measured by the Chestionarul de Evaluare a Intereselor (CEI). This two instruments are adapted for the population of Romania. The present study is correlation.

The sample was composed of 56 dental students, from 6th year (18% of total dental student population). Thirt six were female (64.3%) and 20 were male (35.7%). The sample was composed. Although this sample was not randomly selected, we believe the studied percentage (18%) was a sizeable proportion, reprezenting all the final year students. Nevertheless, we could consider the sample a true representation because all this students will insert themselves into the labor market.

Questionnaire was individually applied to all selected students at Center of Counseling and Career Guidance within the Ovidius University of Constanta.

Student authorizations were previously requested and granted. Students were informed that responses would be anonymous, and they were not requested to write their names on the questionnaire. Once applied, the instrument was rated and data were entered in the computer.

Data were analised with the help of SPSS v. 15 program, using Pearson correlation coefficient, that later conduct to results description and analysis.

4. FINDING AND DISCUSSION

After testing the study hypotheses using the Pearson correlation coefficient, there is a series of situations in which the null hypothesis is rejected. Correlations obtained after processing are shown in the following tables.

<table>
<thead>
<tr>
<th>Table 1. Pearson rank correlation coefficients between emotional stability and investigative interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotional stability</td>
</tr>
<tr>
<td>Pearson Correlation (r)</td>
</tr>
<tr>
<td>Sig. (2-tailed) (p)</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

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

After testing the study hypotheses using the Pearson correlation coefficient, there is a series of situations in which the null hypothesis is rejected. Correlations obtained after processing are shown in the following tables.

Interpretation: The two variables are correlated (significant positive correlation), r = 0.702, p < 0.001 < α = 0.05; coefficient of determination R² = 0.493.
Table 2. Pearson rank correlation coefficients between emotional stability and social interests

<table>
<thead>
<tr>
<th>emotional stability</th>
<th>Pearson Correlation (r)</th>
<th>Sig. (2-tailed) (p)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>social interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>emotional stability</td>
<td>1</td>
<td>.809**</td>
<td>56</td>
</tr>
<tr>
<td>Sig. (2-tailed) (p)</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Interpretation: The two variables are correlated (significant positive correlation), \( r = 0.809, p < 0.001 < \alpha = 0.05\); coefficient of determination \( R^2 = 0.655 \).

Table 3. Pearson rank correlation coefficients between emotional stability and realistic interests

<table>
<thead>
<tr>
<th>emotional stability</th>
<th>Pearson Correlation (r)</th>
<th>Sig. (2-tailed) (p)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>realistic interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>emotional stability</td>
<td>1</td>
<td>.722**</td>
<td>56</td>
</tr>
<tr>
<td>Sig. (2-tailed) (p)</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Interpretation: The two variables are correlated (strong positive correlation), \( r = 0.722, p < 0.001 < \alpha = 0.05\); coefficient of determination \( R^2 = 0.522 \).

Table 4. Pearson rank correlation coefficients between emotional stability and enterprising interests

<table>
<thead>
<tr>
<th>emotional stability</th>
<th>Pearson Correlation (r)</th>
<th>Sig. (2-tailed) (p)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>enterprising interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>emotional stability</td>
<td>1</td>
<td>.634**</td>
<td>56</td>
</tr>
<tr>
<td>Sig. (2-tailed) (p)</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
Interpretation: The two variables are correlated (moderate positive correlation), r = 0.634, p < 0.001 < α = 0.05; coefficient of determination R^2 = 0.402.

The results obtained from this study showed that emotional stability has significant positive correlation with the investigative (r = 0.702, p < 0.001 < α = 0.05; coefficient of determination R^2 = 0.493), social (r = 0.809, p < 0.001 < α = 0.05; coefficient of determination R^2 = 0.655), realistic (r = 0.722, p < 0.001 < α = 0.05; coefficient of determination R^2 = 0.522) interests and moderate positive correlation with entrepreneurial interests (r = 0.634, p < 0.001 < α = 0.05; coefficient of determination R^2 = 0.402).

It also stressed that there were no statistically significant correlations between emotional stability and conventional (r = 0.177, p = 0.191 > α = 0.05) and artistic (r = 0.256, p = 0.057 > α = 0.05) interests.

As shown in personality theory (Holland & Rayman, 1986), the characteristics for individuals whom emotional stability is significant and moderate positive correlation with:

- **investigative interests** are task oriented, are thinking about problems trying to understand and organize the world, prefer ambiguous tasks and activities interceptive, geared towards abstract. Their preference is channeled towards activities involving creative investigation of physical, biological and cultural phenomena.

- **social interests** choose teaching and therapeutic roles; preferring safe things, with verbal and interpersonal skills; they are socially oriented. Their professional preferences turn to activities involving information, training, development, care for others.

- **realistic interests** prefer activities that involve a good motor organization, prefers to solve concrete problems and not the abstract one. Their preferences are moving towards those activities that require systematic and orderly handling of objects, instruments.

- **entrepreneurial interests** preferred to use verbal skills in situations that provide sales, domination, leadership opportunities. Their professional preferences turn to those activities requiring others to achieve its organizational or financial goals.

5. **CONCLUSION**

Results showed the fact that all students exhibited emotional stability, significant positive correlation with investigative interests, social interests, realistic interests and moderate positive correlation enterprise interests.

Considering that, the study subjects will be soon included into the labor market, the results show once again that they demonstrate sufficient emotional stability, they can face the stressful situations, without extreme and inconsistencies events in any situation.

This personality trait correlated with the professional interests confirm that all the Dental Medicine final year students meet the requirements relating to professional interests described by the ideal profile of a dental practitioner from the platform Psychological Assessment Cognitrom Assessment System (CAS Miclea et al., 2006), adapted population of Romania.

6. **REFERENCES**


