RELEVANCE OF COPING AND VOCATIONAL PERSONALITY STRUCTURE AS A DETERMINING FACTOR IN THE DECISION-MAKING PROCESS OF CHOOSING A CAREER

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Abstract
The actual study is made within Craiova University and is part of various studies developed at the level of the institution, whose aim is to pay the educational offer. According to the statistical analysis, the emotional competence is twice more important than the technical or intellectual skills.
The research is focused on emphasizing the importance of the connection between the coping strategy and the professional path (skills, knowledge, motivation).
The results of the study show that an optimum coping strategy correlates positively with the right choices in career on a mature vocational personality structure.
The research methodology is a quantitative one and as work tools, there were used: a scale of strategic approach of the SACS coping (CAS- Cognitrom Assesment System) and a test of professional interests, type Holland (CEI- CAS-Cognitrom Assesment System) applied on a sample of at least 30 respondents, students of Craiova University and students from the south west of Oltenia, the dates being processed with the help of the SPSS program.
The development of the adaptation degree and the optimal response to the stressful problems as we have the career choices among the pupils and students is a desideratum of professional counselling and guidance.
Keywords: Coping Strategies, Vocational Personality, Career, Labour Market

During its whole evolutionary process, the human individual develops its own strategies and mechanisms of adaptation and relation to the external environment, compatible with the specific needs of development and organisation to the external environment, compatible with the specific needs of development and building. In the specialty literature, following some laborious studies of this phenomenon-of protection and adaptation of the human individual to the external

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stimuli-it was readjusted the coping term as an answer measure to external situations and events, potential stress generators. For the young generation, in full and active formative and educative process, is significantly outlined the need to identify and find real solutions, applicable to the new experiences from the professional environment (school/job) thus developing own ways of coping, cantered on the solving of problems.

The main problems young people are coping (here we refer to the pupils from terminal classes and the students in state university education aim, presently) the typology of choices these are forced to take at the decisive moments of their own educative formative path, choices that can allow them on the way and especially in the future, assumed and responsible decisions. The state of development of one's own personality as well as school education represent, for the younger generation which is in the full process of education and training, a decisive factor in the choices they make in terms of their evolution and development as responsible individuals capable of to assume both the conceptual and the practical implications and consequences of their own decisions.

In this respect, a general, justified, study and analysis tendency is outlined regarding the definition and management of the main coping mechanisms and strategies in order to identify and apply real solutions to the main problems faced by young people (students and students) in the school / professional life. During the development of skills and competencies that are taken into account, can be mentioned: the ability to face the problems identified, being responsible; self-control; the ability to be aware of the necessity and acceptance of social support and not only; developing a problem-solving strategy in term, depending on the type of problem identified, etc.

This research was conducted on 30 subjects, high school students and students from various faculties within the University of Craiova, as part of an event to promote the institution among the two above-mentioned categories of beneficiaries. I have tracked existing relationships between choosing occupational interests (preferences for certain areas of knowledge or activity) and the way in which subjects react, in general, when faced with a stressful problem, as is often the way to professional and personal success.

The study is based on the interpretation and analysis of the subjects' results in two CAS-Cognitrom Assesment System platform tests, applied in computerized form.

I will now describe the two tools used, as follows:

1. The first test: Questionnaire for the evaluation of interests (IEC)

Test Description: This questionnaire evaluates occupational interests (preferences for certain areas of knowledge or activity).

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An important element in the career and professional counselling activity is the establishment of the occupational, aptitude, value, motivational and other particularities of each individual, the success of such a process, and the correctness of the decisions taken being a function of all these. Apart from the external resources or obstacles (family of belonging, social or professional, formal or informal groups) with which the subject is confronted, the emphasis is primarily cantered on motivational aspects and increasing self-knowledge.

From this point of view, inventors of interest proposed by American psychologist John L. Holland can offer the counsellor the opportunity to quickly and with a valuable informational cumulative diagnosis of an individual's "vocational personality" and the professional environment or environments that will allow it to make the most of its resources in remarkable performances (Holland, 1997).

Questionnaire for the evaluation of interests (IEC) of the CAS-Cognitrom platform proposes a hexagonal pattern of interests folded on the Holland model described above, a model that is particularly useful and applicable in professional counselling sessions.

Holland's theory (1997) is an example of a feature theory. This is based on several assertions:

• Personality of the individual is the primary factor in choosing the profession;

• Profile of interests reflects personality;

• Individuals develop stereotypical views about occupations (eg, we consider an accountant to be punctual, relatively introvert, non-attached, etc.). These opinions shape our view of occupations and play a fundamental role in choosing the occupation;

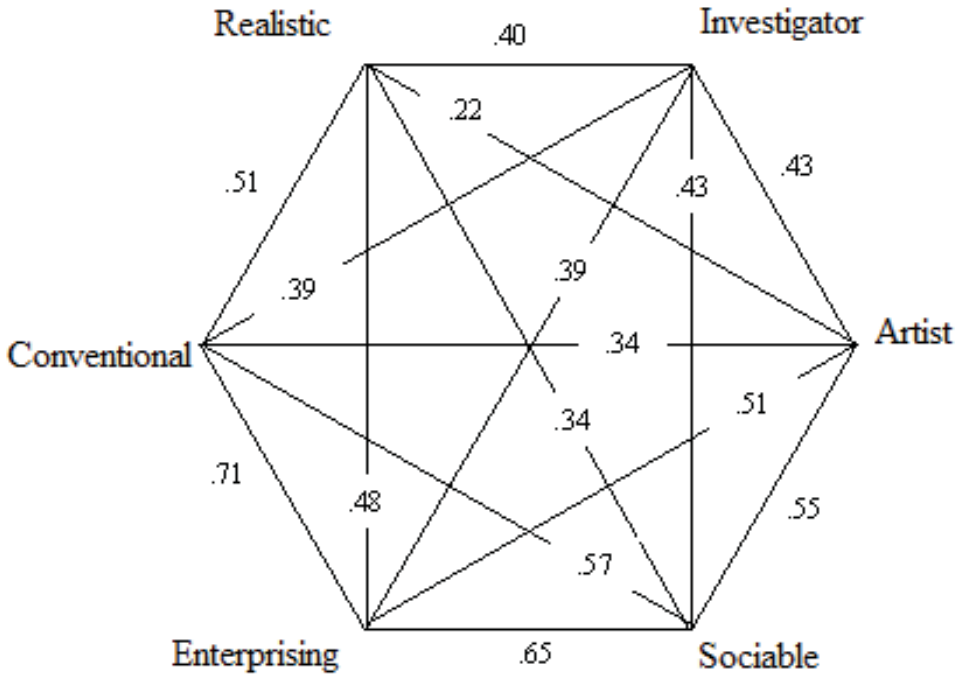
• Everyone is looking for an occupation that is congruent with his personality and that allows him to exercise his attitudes and capitalize on his qualities. Good match leads to success and satisfaction.

In the author's opinion, personality is the result of the interaction between the inherited characteristics, which are essential for the development of specific interests and activities to which an individual is exposed. Holland recognizes that interaction ultimately leads to the formation of personality.

Holland claims that most people can be classified into six pure types: realistic, investigator, artist, sociable, enterprising and conventional.

Personality types can be structured according to a consistent pattern. This pattern is called the hexagonal pattern.

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Source: Holland, J. L. (1994). *Self-Directed Search: Technical Manual*. Odessa: Psychological Assessement Resources.

The test result translates into the type of vocational personality obtained by the subject, using the inventory of interests. Depending on the extent to which interests are more or less crystallized, one person, two or more types of personality will be matched to a test person. The more a person finds himself in fewer interests, the more determined he is to pursue a professional career, or even where he intends to arrive. In the case of students, and even more in the case of pupils, their interests are still at the level of testing, trying to make a choice, all the more so since a choice automatically involves a waiver.

The first three types of interests obtained by hierarchy are taken into account. These three are called subtypes and give the code under which the evaluation and intervention is carried out. The code consists of three letters (three areas of interest) and it is based on the premise that the chance of professional success is even greater as the areas of interest are on the same side of the hexagon.

The code is also translated by four indicators, including: the congruence (referring to the extent to which a person's code overlaps the code of that craft as it is captured in the occupational profiles), the consistency (given the joining of

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the hexagon sides - for example Realistic Investigative Artistic - RIA or Conventional Social Conduct - SAC), the differentiation (translated by the difference between scores from the scores obtained by each type - the bigger the difference, the greater the chance that the first or the first options significantly different from the others is to be successful) and identity (translated by confirming and supporting the subjects of occupational interest after completing the test).

1. I also used a scale for evaluating emotions and behaviours within the same CAS-Cognitrom test platform, namely the SACS. This questionnaire evaluates how behavioural people generally react when faced with a stressful situation / situation.

The scale proposes 9 subscales as coping modalities, described as follows:

- Assertive action;
- Social networking;
- Looking for social support;
- Prudent action;
- Instinctive action;
- Avoid;
- Indirect action;
- Antisocial action;
- Aggressive action;

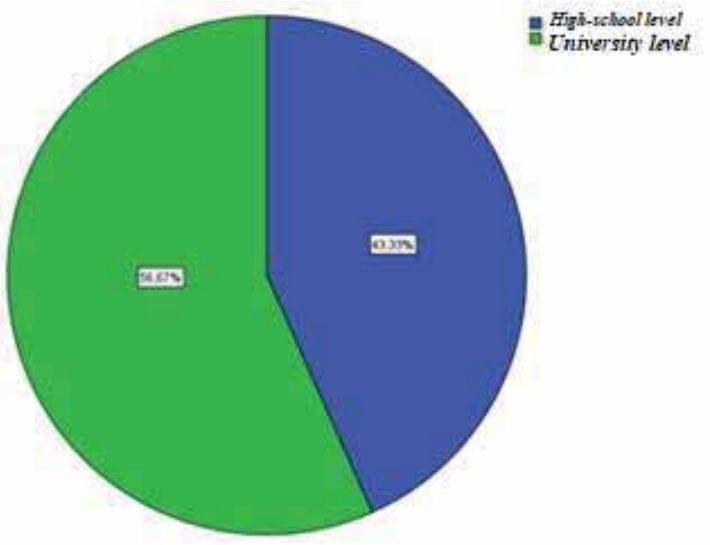
The subjects participating in the study are both high school students (43.3%) and university students from Craiova (56.7%). The weight is roughly equal. They all have their residence either definitively or temporarily in the city of Craiova and are at key moments of their professional career.

Graphic 1 - Level: High school / college

Level: High school / University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Level	13	43,3	43,3	43,3
	University level	17	56,7	56,7	100,0
	Total	30	100,0	100,0	

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Figure 1- Level: High school / college



Of the participants in the study, 30% are in the 11th grade, age at which is the moment of a decision for a fundamental field of study - maybe one of the most important options they must do, an option which will give them direction for at least the next 5-10 years, so all of them want to be as correct as possible.

A percentage of 17% are students in the 12th grade, who will take the baccalaureate exam in at most two months from the moment that they have been tested. They already have an established option and now need more than confirmation and support in the steps they have to follow, so that they will be successful.

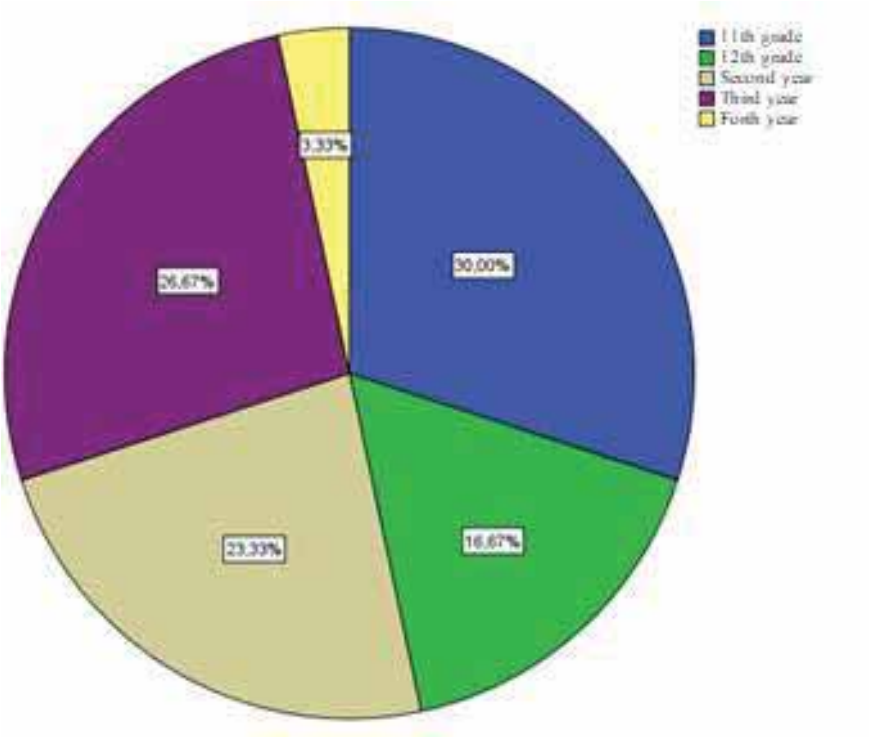
Of the students participating in the study, they are 31.0% in the third and fourth year (final year) and 23.3% in the second year of study of university studies. This sample are heading towards the labour market in the areas of activity they are studying and in which they want to practice.

Graphic 2 - Class / Year of study

Class / Year of study					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11th grade	9	30,0	30,0	30,0
	12th grade	5	16,7	16,7	46,7
	Second year	7	23,3	23,3	70,0
	Third year	8	26,7	26,7	96,7
	Forth year	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

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Figure 2- Class / Year of study



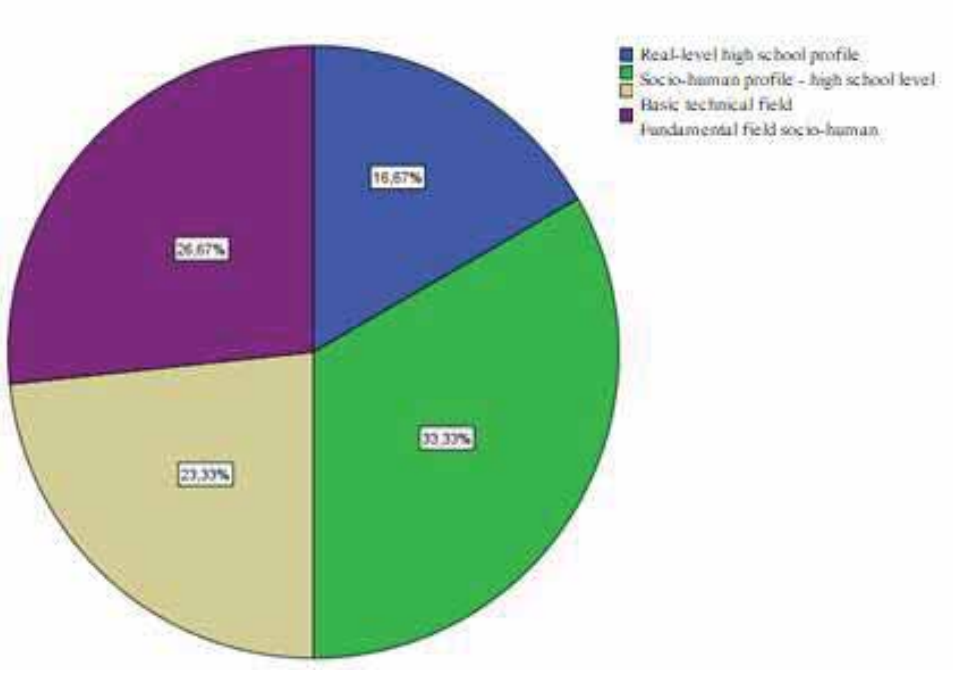
The study profile at the high school level of the students participating in the research is sampled as follows: 33.3% - socio-human profile, while a lower percentage follows a real profile - 16,7%. As far as students are concerned, they are almost equal to the socio-human and technical study fields (26.7% and 23.3% respectively).

Graphic 3 - Profile of college high school

Profile					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Real-level high school profile	5	16,7	16,7	16,7
	Socio-human profile - high school level	10	33,3	33,3	50,0
	Basic technical field	7	23,3	23,3	73,3
	Fundamental field socio-human	8	26,7	26,7	100,0
	Total	30	100,0	100,0	

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Figure 3 - Profile of college high school



Distribution by gender is a significantly equal one, with 53.3% male and 46.7% female. This distribution underscores a unified need for self-knowledge and professional counseling, regardless of gender, age or educational status (student / student) of the participants. At the same time, their pursuit of a socio-human or real-technical profile is not correlated with their genre, which contrasts with some gender stereotypes (girls only follow human profiles successfully, while boys are mainly found in real field).

Graphic 4- Distribution by gender

Distribution by gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	53,3	53,3	53,3
	Female	14	46,7	46,7	100,0
	Total	30	100,0	100,0	

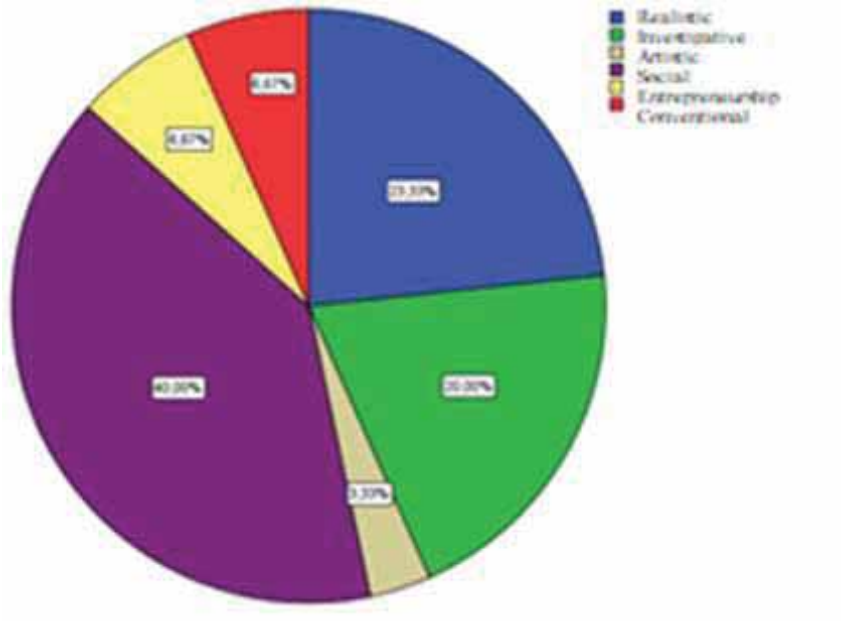
I will further describe the choices of the first three areas of interest, according to the scores obtained by the participants, as follows:

- The first area of interest in which most of the participants are found is the Social field. The significant percentage of 40% of students and students who have this

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option as the first option describe people who prefer to get in touch with others, socialize and give their support and help to others. They seek social interaction in the educational, professional and social environment. They are sociable, cheerful, with sense of responsibility, who are successful and like to say. The social type emphasizes social competences. It encourages people to cooperate and deal with problems with understanding and without prejudices. It gives rewards to those who prove they appreciation for social values. Instead, it manifests the tendency to dominate and manipulate other people. The most suitable areas for career development are in marketing, sales, education and training, counselling, medicine, etc.

Figure 5 – The first Holland code



Graphic 5 - The first Holland code

The first Holland test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Realistic	7	23,3	23,3	23,3
	Investigative	6	20,0	20,0	43,3
	Artistic	1	3,3	3,3	46,7
	Social	12	40,0	40,0	86,7
	Entrepreneurship	2	6,7	6,7	93,3
	Conventional	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

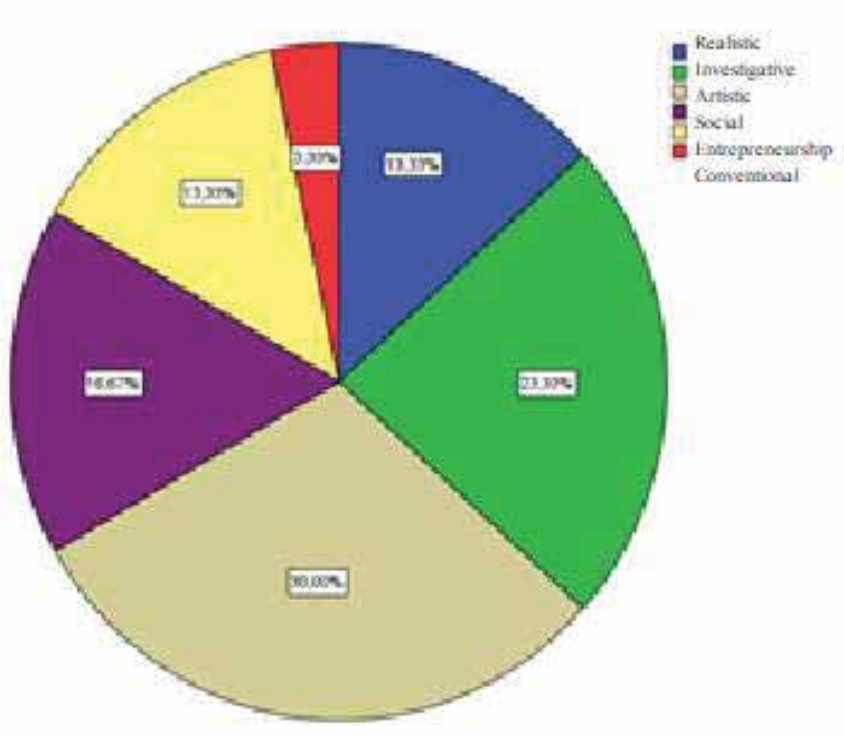
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- The second area of interest towards students and students is the artistic field in the percentage of 30%. The choice is not accidental, being justified by the age and interests of the participants. Artistic people face the environment using art forms and products. They are based on subjective impressions, are unsociable, feminine, subjected, sensitive, impulsive, and introspective. They prefer musical professions, dramatic arts and do not like masculine activities and roles involving physical work.

Graphic 6 – The second Holland code

The second Holland test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Realistic	4	13,3	13,3	13,3
	Investigative	7	23,3	23,3	36,7
	Artistic	9	30,0	30,0	66,7
	Social	5	16,7	16,7	83,3
	Entrepreneurship	4	13,3	13,3	96,7
	Conventional	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Figure 6 – The second Holland code



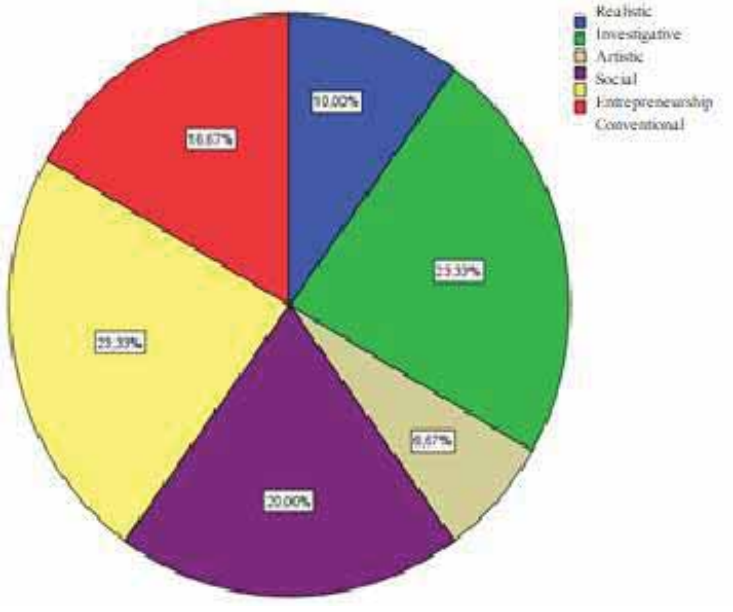
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- For the third option, there are two areas selected by study participants, including investigative and entrepreneurial. Investigators react to the environment using intelligence, manipulating ideas, words and symbols. Prefers scientific, theoretical tasks (eg reading, algebra, object collection) and creative activities such as sculpture, painting, music. He prefers to work in an academic or scientific environment.
Entrepreneurs persons have a spirit of adventure, are dominant and impulsive. They are persuasive, talkative, extraverted, confident, aggressive and exhibitionist. They prefer sales and management jobs where they can dominate others. They need power and the recognition of qualities by others.

Graphic 7 – Test third Holland code

The third Holland test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Realistic	3	10,0	10,0	10,0
	Investigative	7	23,3	23,3	33,3
	Artistic	2	6,7	6,7	40,0
	Social	6	20,0	20,0	60,0
	Entrepreneurship	7	23,3	23,3	83,3
	Conventional	5	16,7	16,7	100,0
	Total	30	100,0	100,0	

Figure 7 - Test third Holland code



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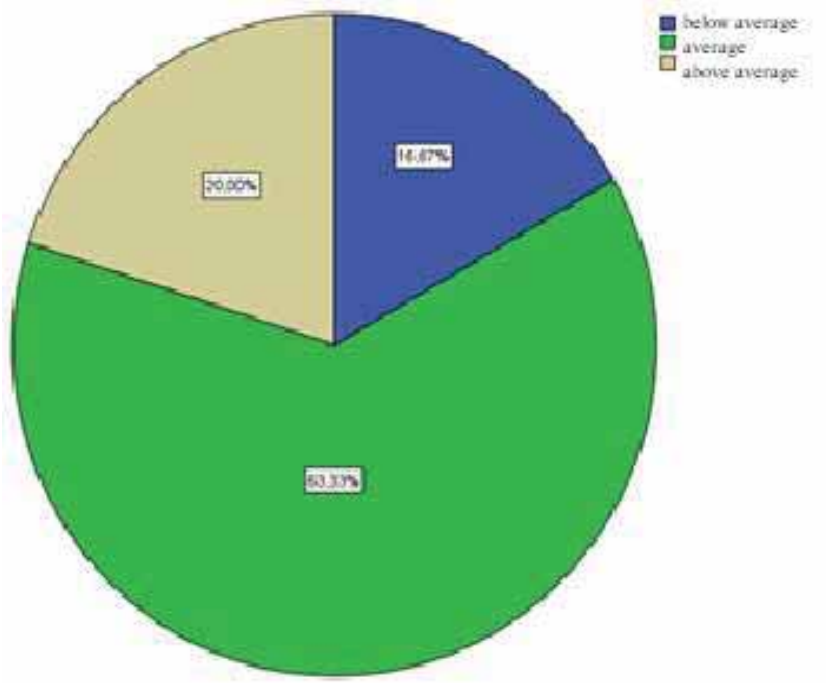
Next, we will describe the scores obtained by participants in the Strategic Coping Approach Scale (SCAS), depending on the 9 sub-scales proposed by the test, as follows:

- Assertive action as a way of coping is used by the majority of participants, 63.3%. This result describes pupils and students as people who can defend their interests and express them easily.

Graphic 8 - SCAS- Assertive action

Assertive action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	5	16,7	16,7	16,7
	average	19	63,3	63,3	80,0
	above average	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

Figure 8 - SCAS - Assertive Action



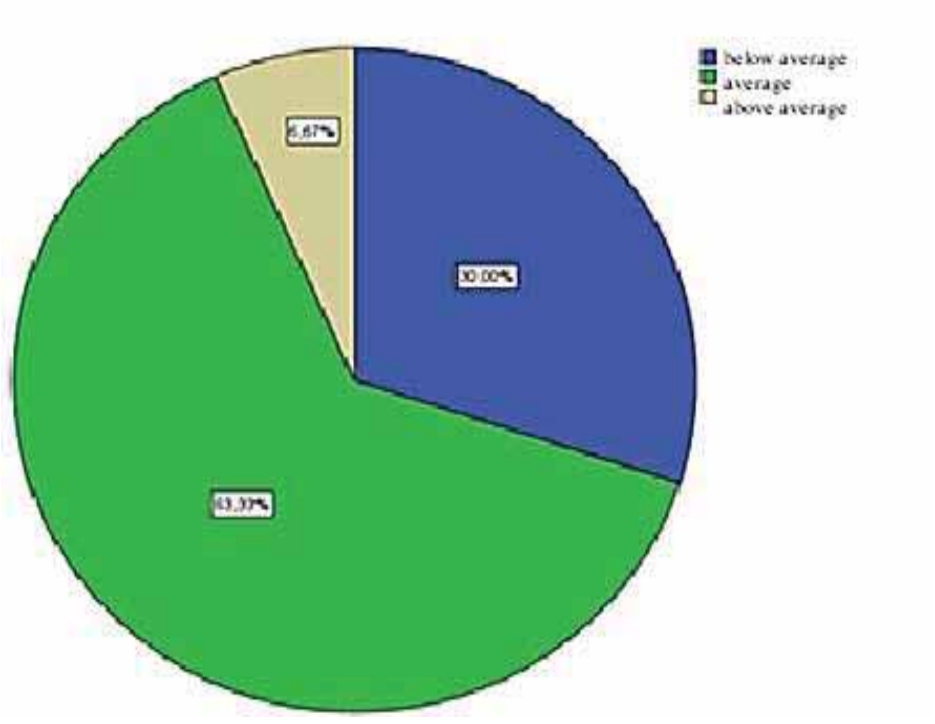
- The social networking sub-scale as a way of coping is also in the average of the population, with a percentage of 63.3%. Communication and inter-relationship with others are defining both their age and the choices they have to make for their professional future.

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Graphic 9- SCAS- The social networking sub-scale

The social networking sub-scale					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	9	30,0	30,0	30,0
	average	19	63,3	63,3	93,3
	above average	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Figure 9 - SCAS- The social networking sub-scale



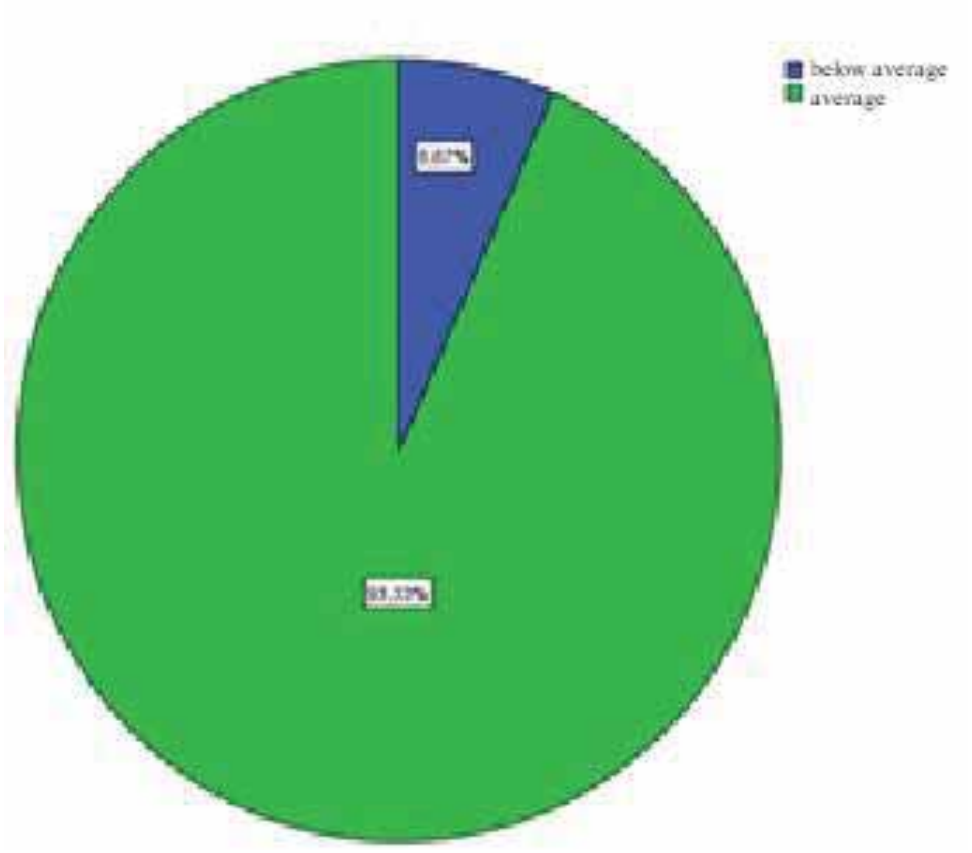
- The search for social support as a way of coping is in the average of the population. This describes the participants as people seeking the support of others and relying on it in solving the problems they are facing.

Graphic 10 - SCAS- The search for social support

The search for social support					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	2	6,7	6,7	6,7
	average	28	93,3	93,3	100,0
	Total	30	100,0	100,0	

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Figure 10 - SCAS- The search for social support



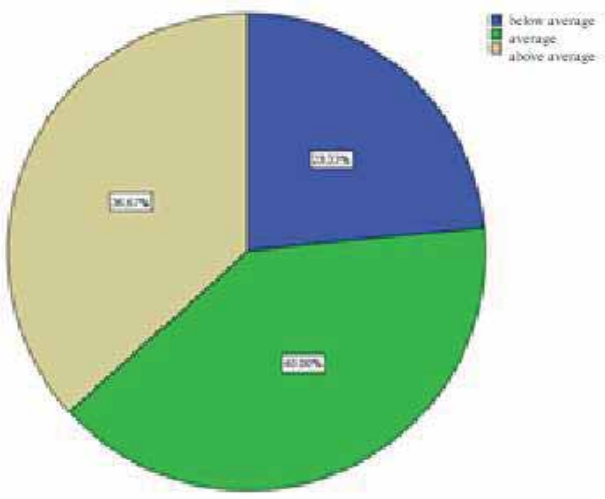
- Prudent action as a way of coping is used by 40% of the participants in the average of the population, and 36.7% of them use it above average. These scores describe the participants as people who carefully analyze their options, and then make a decision that can be of great help to them during their educational and professional life.

Graphic 11 - SCAS- Prudent action

Prudent action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	7	23,3	23,3	23,3
	average	12	40,0	40,0	63,3
	above average	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

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Figure 11 - SCAS- Prudent action

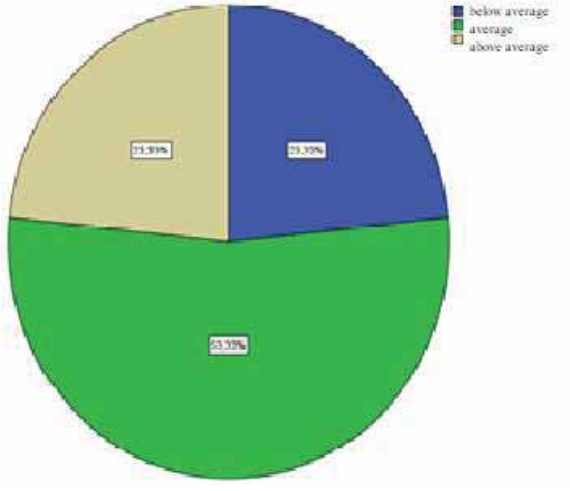


- The instinctive action as a way of coping is in the average of the population, with a percentage of 53.3%. Thus, apart from prudent analysis of options, participants also rely heavily on their own intuition.

Graphic 12 - SCAS- The instinctive action

The instinctive action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	7	23,3	23,3	23,3
	average	16	53,3	53,3	76,7
	above average	7	23,3	23,3	100,0
	Total	30	100,0	100,0	

Figure 12 - SCAS- The instinctive action



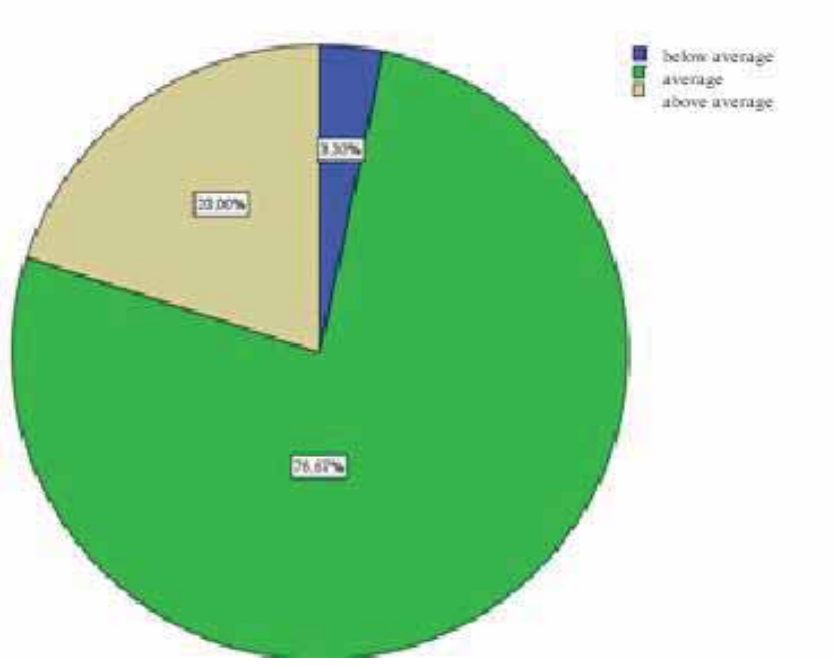
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- Avoidance as a means of coping is in the average of the population, in a percentage of 76.7%. The persons from the sample chose a very high percentage to deal with the stressful situations they face and not to take responsibility for their actions and decisions.

Graphic 13 - SCAS- Avoidance

Avoidance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	1	3,3	3,3	3,3
	average	23	76,7	76,7	80,0
	above average	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

Figure 13 - SCAS- Avoidance



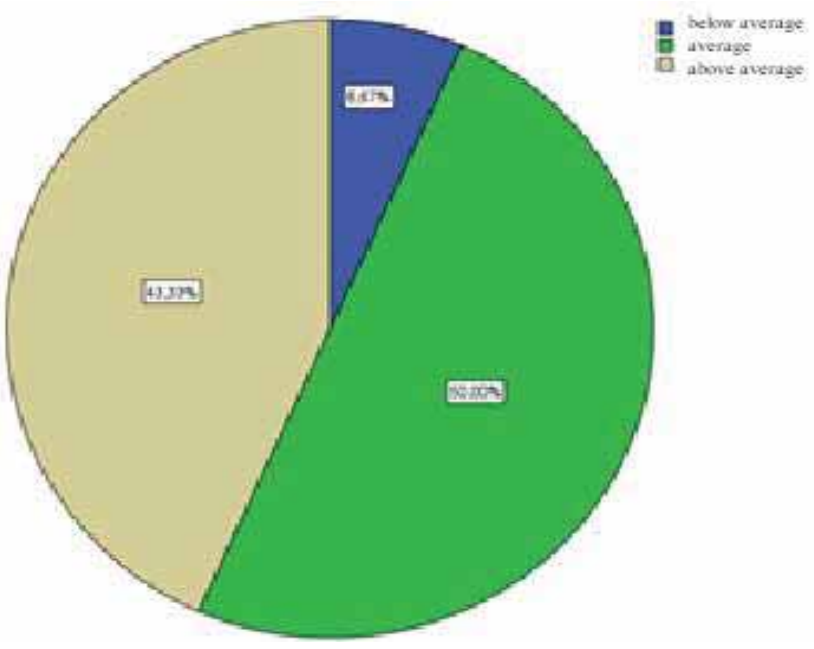
- Indirect action as a way of coping is chosen by 50% of the participants in the average of the population, while 43.3% of them are a choice above the average. These percentages describe pupils and students as people who still need a mediator to solve all their problems.

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Graphic 14 - SCAS- Indirect action

Indirect action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	2	6,7	6,7	6,7
	average	15	50,0	50,0	56,7
	above average	13	43,3	43,3	100,0
	Total	30	100,0	100,0	

Figure 14 - SCAS- Indirect action



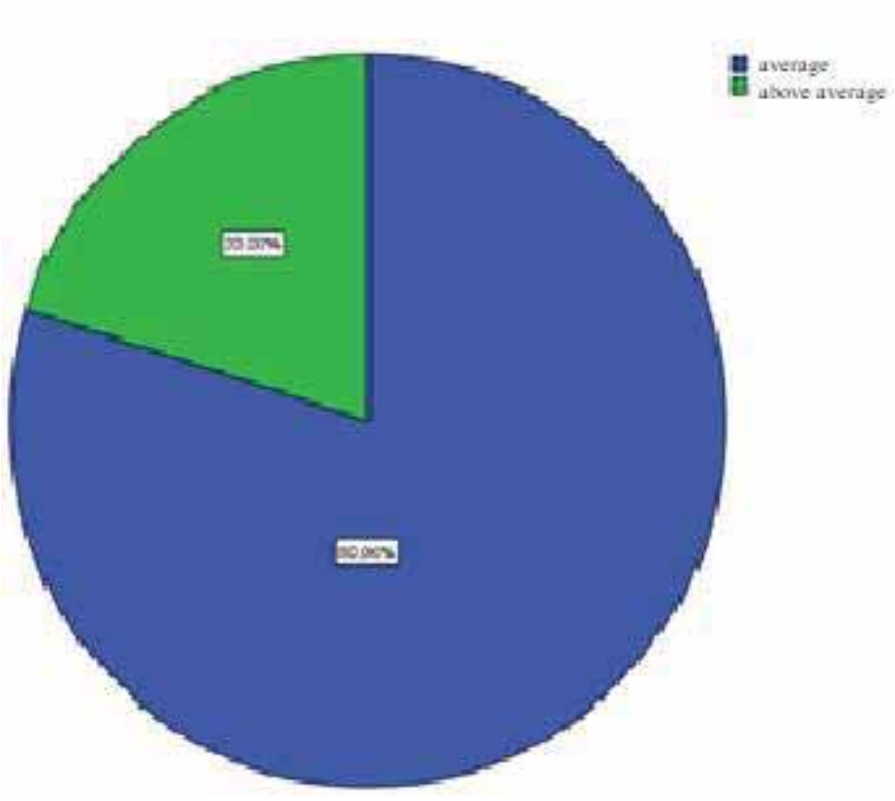
- Anti-social action as a way of coping is chosen by the majority of participants in the average of the population, with 80%. So, while prioritizing their own needs, young people would not want their actions to have negative effects on others.

Graphic 15 - SCAS- Anti-social action

Anti-social action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	average	24	80,0	80,0	80,0
	above average	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

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Figure 15 - SCAS- Anti-social action



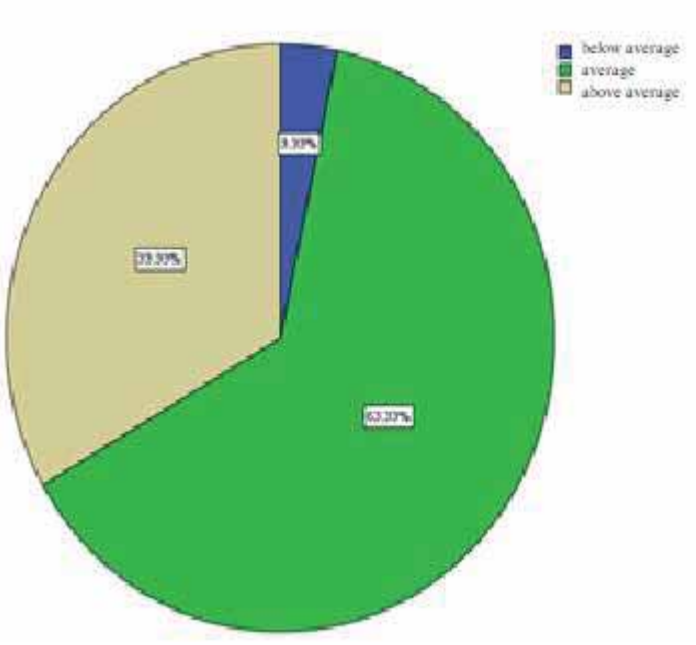
- Aggressive action as a way of coping is in the average of the population, which tells young people that they are not willing to act by any means to achieve their goals.

Graphic 16 - SCAS- Aggressive action

Aggressive action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	1	3,3	3,3	3,3
	average	19	63,3	63,3	66,7
	above average	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

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Figure 16 - SCAS- Aggressive action



Conclusions

Thus, the vocational profile of the young participants in the study was given by the Social, Artistic and Entrepreneurial / Investigative domains. This common profile describes them as successful people on the labor market in areas such as: Social services, artistic activities, management, sales activities, etc. and professors, psychologist, nurse, physician, human resources consultant, dancer, philosopher, professor of literature / music / fine arts, director, actor, journalist, artist, advertising manager, writer, economist, anthropologist, researcher, mathematician.

There is a wide range of professional activities that pupils and students can access and where they can be successfully accomplished, which can easily be achieved through the optimal coping strategies they have. Young people rely on communication and inter-relationship, seek the support of others, make decisions in consultation with other support people, but also on their own intuition and do not initiate actions to harm others.

It has already been established, as a result of specific studies, that stress is currently the determining factor in the development of problematic states at the level of each individual, independent of the environment of origin, the level of development or education, a factor that may condition subsequent consequences and implications fundamental for personal, professional, social, cultural, etc. of each person.

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The main cause of age-related stress was identified at the level of the younger generation active in the educational process (17-18 year-olds, high school students, 18-21,22-year-old students) issues related to the ability to make responsible choices, on identifying and developing their own formative-educational path, which will later give them personal and professional satisfaction. The low decision-making capacity of young people (pupils and students) has effects and consequences with a decisive impact in limiting further personal and professional development. In this respect, we bring into discussion the main problems faced by the Romanian educational system and not only absenteeism and abandonment, whether it is regarding school or university, phenomena based on the lack of educational strategies and policies, which should be more focused on enabling them to develop skills and competences, such as: logical spirit, making the right decisions, accountability, assuming effects and consequences, etc.

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