

Study on Personality Traits and Interpersonal Communication of Secondary Vocational School Students

Lixin Li

Yancheng Technician College, 224002, China

Key words: secondary vocational school students; personality traits; social barriers; Countermeasures

Abstract: Grasp the characteristics of secondary vocational school students' personality and interpersonal characteristics and causes, is conducive to the development of secondary vocational school students' education and management. This article focuses on the analysis of the students' personality traits and social barriers. It is suggested that the society and the school should take appropriate measures to guide the healthy growth of secondary vocational school students.

1. Introduction

According to the purpose of the study and the principle of sampling to design , 450 students of Jiangsu province , Southern Jiangsu province , Middle Jiangsu province and Northern Jiangsu province were selected by cluster random sampling method . 404 valid questionnaires were retrieved . The useful rate is 89.78%.172 pieces are valid boys ' questionnaires , 232 pieces for of valid questionnaires children , 343 questionnaires of valid children's , 61 pieces of non-only children's questionnaires , 158 student questionnaires for effective urban households , 246 students in rural household registration , 249 in rural households , the effective questionnaires were 132 pieces , 138 pieces and 134 pieces respectively . This study selected personality scales , social avoidance and distress scale (SAD) as a measurement tool , focusing on personality , social factors , analysis and evaluation of vocational school students personality traits and interpersonal effects , to explore its causes .

2. Personality Traits and Interpersonal Communication of Secondary Vocational School Students

2.1 Personality Traits

2.1.1 General condition

In Table 1, the proportion of students who are rated as high grades in the total number, the enjoy company rate was 9.9%, the intelligence was 2.0%, the stability was 6.9%, the strength was 12.9%, the excitability was 14.9%, the constant was 2.0%, the aggressive was 11.9%, the sensitivity was 18.8% , The suspicion was 3.0%, the fantasy was 10.9%, the stereotypes were 9.9%, the anxiety was 7.9%, the experiment was 3.0%, the independence was 4.0%, the self-discipline was 1.0% ,the tension was 7.4%.

Table 1 Overall Personality of Students' Personality Traits (Percentage)

| project | Level 1 (High) | Grade two (middle) | Level three (low) |
|-----------------|----------------|--------------------|-------------------|
| enjoy company | 40(9.9) | 332(82.2) | 32(7.9) |
| Intelligent | 8(2.0) | 340(84.2) | 56(13.8) |
| stability | 28(6.9) | 348(86.2) | 28(6.9) |
| strength | 52(12.9) | 332(82.2) | 20(4.9) |
| Excitement | 60(14.9) | 328(81.2) | 16(3.9) |
| constant | 8(2.0) | 320(79.2) | 76(18.8) |
| aggressive | 48(11.9) | 344(85.1) | 12(3.0) |
| sensitivity | 76(18.8) | 300(74.3) | 28(6.9) |
| suspicion | 12(3.0) | 356(88.1) | 36(8.9) |
| fantasy | 44(10.9) | 352(87.1) | 8(2.0) |
| stereotypes | 40(9.9) | 336(83.2) | 28(6.9) |
| anxiety | 32(7.9) | 340(84.2) | 32(7.9) |
| experiment | 12(3.0) | 352(87.1) | 40(9.9) |
| independence | 16(4.0) | 320(79.2) | 68(16.8) |
| self-discipline | 4(1.0) | 388(96.0) | 12(3.0) |
| tension | 30(7.4) | 322(79.7) | 52(12.9) |

2.2 A Comparison of the Differences in Personality Traits of Secondary Vocational School Students

2.2.1 Differences in Personality Traits of Different Sexes

Table 2 Differences in the examination of personality between different sexes

| project | male(n=172) | female(n=232) | t | p |
|-----------------|-------------|---------------|--------|-------|
| enjoy company | 5.35±1.625 | 5.78±1.219 | -2.105 | 0.051 |
| Intelligent | 5.51±1.230 | 5.22±1.368 | 1.550 | 0.123 |
| stability | 5.30±1.258 | 5.46±1.547 | -.811 | 0.418 |
| strength | 5.84±1.526 | 5.73±1.510 | .484 | 0.629 |
| Excitement | 6.27±1.275 | 6.05±1.533 | 1.105 | 0.271 |
| constant | 4.62±1.411 | 4.83±1.470 | -.971 | 0.333 |
| aggressive | 5.86±1.348 | 6.03±1.549 | -.799 | 0.425 |
| sensitivity | 6.46±1.563 | 5.83±1.585 | 2.745 | 0.007 |
| suspicion | 5.24±1.506 | 4.73±1.076 | 2.798 | 0.006 |
| fantasy | 6.35±1.349 | 6.08±1.150 | 1.452 | 0.149 |
| stereotype | 5.68±1.304 | 5.68±1.263 | -.036 | 0.971 |
| s | 5.27±1.633 | 5.70±1.358 | -1.995 | 0.472 |
| anxiety | 5.11±1.256 | 4.97±1.102 | .795 | 0.428 |
| experiment | 5.22±1.624 | 4.46±1.395 | 3.479 | 0.001 |
| independence | 5.35±1.199 | 5.54±0.977 | -1.146 | 0.254 |
| self-discipline | 5.68±1.518 | 5.59±1.514 | .398 | 0.691 |
| tension | | | | |

Note: * indicates prominent, ** indicates extremely prominent

It can be seen from Table 2 that there is a significant difference in the sensitivity of personality between the sexes ($P < 0.01$), and the sensitivity and skepticism of the boys are significantly higher than those of the girls. In addition, There was also a significant difference between the students of different sexes in the independence of personality traits ($P < 0.01$), and the independence of boys was significantly higher than that of girls. There are no significant differences in the other dimensions of personality traits among students of different sexes.

2.2.2 Whether it is the single-child student's personality traits

Table 3 whether it is the single-child of the students in the personality traits of the difference test

| project | Only (n=278) | child | Non only child (n=126) | t | P |
|-----------------|-----------------|-------|---------------------------|--------|-------|
| enjoy company | 5.71±1.424 | | 5.30±1.253 | 2.007 | 0.047 |
| Intelligent | 5.41±1.207 | | 5.11±1.586 | 1.261 | 0.211 |
| stability | 5.34±1.300 | | 5.70±1.818 | -1.339 | 0.185 |
| strength | 5.79±1.504 | | 5.85±1.365 | -.256 | 0.798 |
| Excitement | 6.21±1.307 | | 6.00±1.760 | .782 | 0.437 |
| constant | 4.79±1.389 | | 4.78±1.633 | .067 | 0.947 |
| aggressive | 5.84±1.329 | | 6.44±1.723 | -2.645 | 0.053 |
| sensitivity | 6.15±1.546 | | 5.89±1.745 | .971 | 0.334 |
| suspicion | 4.96±1.374 | | 4.85±.899 | .641 | 0.523 |
| fantasy | 6.08±1.160 | | 6.52±1.411 | -2.224 | 0.067 |
| stereotypes | 5.77±1.303 | | 5.52±1.270 | 1.220 | 0.225 |
| anxiety | 5.56±1.400 | | 5.41±1.700 | .596 | 0.553 |
| experiment | 5.03±1.254 | | 5.04±.846 | -.062 | 0.950 |
| independence | 4.89±1.491 | | 4.44±1.633 | 1.755 | 0.083 |
| self-discipline | 5.45±1.115 | | 5.67±.824 | -1.478 | 0.142 |
| tension | 5.71±1.404 | | 5.22±1.787 | 2.029 | 0.044 |

The data in table 3 by independent t test analysis shows that there is a significant differences whether the only child student in the enjoy company level ($P<0.05$), specifically manifested as the tension of non-only child was significantly lower than the one-child. Whether it is the only child, there are no significant differences in other dimensions of personality traits.

2.3 Social barrier of middle school students

2.3.1. The status of social barriers. From the measurement results in Table 4, the total score, social avoidance and student norm are not significantly different ($p>0.05$), In the social distress has a significant difference with the norm ($p<0.001$), Indicating that the current level of student social distress is high, this is a question worthy of attention.

Table 4 student social evasion and distress scale and norm test results

| | Social avoidance | Social distress | Total score |
|---------|------------------|-----------------|-----------------|
| student | 5.1775±3.18355 | 6.3905±3.54413 | 11.5680±6.09228 |
| norm | 4.42±1.35 | 4.19±3.75 | 9.10±4.19 |
| t | 0.08* | 3.42 | 0.71 |

2.3.2 Gender differences in social barriers.

To explore the gender differences in student social barriers, we do the t test for male and female students on the social barriers, the results shown in Table 5.

Table 5 Gender differences in student social barriers

| factor | male (n=172) | female (n=232) | t | p |
|------------------------|----------------|-----------------|--------|-------|
| Total score | 9.6709±6.20116 | 13.2333±5.51005 | -3.955 | 0.001 |
| Social evasion points | 4.4810±3.22594 | 5.7889±3.03350 | -2.715 | 0.052 |
| Social distress points | 5.1889±3.55209 | 7.444±3.20151 | -4.340 | 0.000 |

Table 5 shows that there are significant differences between boys and girls in the total score, social distress, indicating that the degree of social distress of girls was significantly higher than boys ($P<0.05$).

3. Analysis of the Personality Traits and Interpersonal Communication of Secondary Vocational School Students

3.1 Analysis of Personality Test Results

3.1.1 In the independence, intelligence, there is constant and tension these four aspects in the low proportion is higher. Due to the practicality of the teaching of vocational colleges, the degree of

emphasis on theoretical courses and cultural basic courses has been weakened. Many students have relatively narrow knowledge and abstract thinking ability. Some students do not have a strong sense of responsibility. People sometimes have a dawdle of thought; parents, others and social dependence is strong; secondary school students in school during the study pressure is small.

3.1.2 The high proportion of high-level, such as strength, excitement, daring, sensitivity and fantasy. Vocational students have a strong ability to practice, some students in life deliberately show a strong side, and sometimes do not listen to the views of others, easy to stubborn; secondary vocational students from all aspects of the pressure is small, some students can go with the flow, sometimes in the excitement; sometimes thinking is not careful, do things reckless, dare to risk; sometimes emotional, sensitive to the outside world; sometimes thinking can not be specific problems specific analysis, some ideas are not realistic.

3.1.3 Boys score in the suspicion, sensitivity, independence is higher than girls. The average score of the boys in the middle school is worse than that of the girls. Some boys are more sensitive to the evaluation of the society and others. Sometimes they thinking problem that is not comprehensive and easy to be emotional. The boys are less than the same age, they often lead to people often hold a skeptical attitude, but also do not listen to the views of others, failing to become more stubborn; due to the lack of correct understanding of reality and evaluation, work ideal color thick, do not want to behave.

3.2 Analysis of social test results

3.2.1 Secondary vocational school students have higher social distress scores. This is mainly because China's vocational education in the education system is not concerned about the high degree, which makes the students in the daily social interaction will be inferior to the psychological, how to attended into the market economy of the competitive environment in a peace of mind , with a peaceful attitude to accept the selection of the community and the choice of units into the community among the students in the social unavoidable problems.

3.2.2 Girls' social distress is significantly higher than boys. This is mainly because the vocational education is the employment education, select the professional means that determine the future career direction basically, so the proportion of professional students of professional students is difficult to balance. Generally speaking, machinery, automobile, electrical professional to boys, clothing, electronics, computers, medicine, nursing and other professional girls are the main. The unequal proportion of sex makes the interaction between boys and girls become an important subject of vocational education management. Boys because of their physiological characteristics and intellectual basis to determine their social interaction to consider the problem is relatively simple, sense of responsibility is not strong, scruples less, courageous; and girls on the contrary, they are more delicate feelings, contacts may be timid, resulting in ideological confusion, more contradictory, especially the proportion of girls less professional, such students intimate friends less, it is difficult to find the right to talk to the object, failing often depressed.

4. Countermeasures and Suggestions

In view of the problems of personality traits and interpersonal problems, it should take effective measures.

One should create a more emphasis on the atmosphere of vocational education. Pay more attention to vocational education in the big education as soon as possible to a widen the range of vocational, application-based undergraduate train, so that more outstanding students have a broader space for growth, so that life is full of the opportunity. To be widely publicized, so that respect for labor, respect for skilled personnel to become the broad masses of the people's consciousness, so that more graduates can join the public entrepreneurship, the innovation of the army, get fast growth and talent.

Second, we should pay more attention to the mental health education of secondary vocational school students. To establish the appropriate organizational structure of psychological education. Mental health education is a systematic project, the need for institutions, the preparation, funding,

personnel, places, basic facilities and other aspects of the guarantee, should be responsible for the operation of specialized agencies. At the same time, we should maintain the relative independence of mental health education institutions [1]. To promote the development of mental health education policy. Strengthen the top design, organize the development of vocational school mental health education macroeconomic policy framework, the establishment of the next 5 to 10 years of stage measures, goals or direction, and thus targeted to carry out mental health education. To promote the mental health education into the classroom, it is necessary to strengthen the construction of mental health teachers, but also focus on cultivating students' interest in learning, success and strong will, and gradually explore the construction of students mental health education curriculum system [2]. Mental health education courses from the ideological and political education and work independently, and formally incorporated into the school's overall education system, as the school curriculum construction of the organic part. Mental health education courses can be based on different physical and mental characteristics of students, respectively, put forward different mental health education focus [3], the development of different mental health standards. To speed up the construction of psychological counseling agencies, the establishment of a separate office space, relatively covert psychological counseling venues, equipped with the necessary office equipment and facilities for psychological counseling professionals to carry out psychological counseling and teachers and students to accept the necessary psychological counseling.

References:

- [1] Zhao Huili. College students mental health education thinking [J]. Journal of Liaoning Administration College, 2007, (1): 122-123.
- [2] Wang Qi. Study on the status quo of college students' mental health education and psychological education [J]. Journal of Shandong Normal University, 2010, (10): 116-118.
- [3] Lin Xiaoyan, Journal of Shangrao Normal College, 2001, (3): 28-32. College of Psychology, Chinese Academy of Sciences.