PERSONAL DEVELOPMENT PROGRAM TO ADAPT TO THE UNIVERSITY STUDENT ROLE
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Abstract: The research aims is to capture the process of identity development in adolescence and reorganizations and restructurings the self-concept, as a result of participation in a program of personal development of first year students. It is based on a psycho-pedagogical experiment, preceded by a request for objective knowledge of the subjects and their needs for assistance. The work falls into the author's concern to identify predictors that helps estimate non-intellective factors to academice success. We propose a new assessment of the predictive value of the synthetic indicator self-perceived Ego-strength for academic achievement.

Keywords: adaptation, personal development, self-perceived Ego-strength, academic success

The conception about itself is an inner strength that allows us to enjoy our treasure, for our chance, despite all adversities. We designed a psycho-pedagogical experiment, preceded by an approach to objective knowledge of the subjects and their needs for assistance. Aware that changes to the self-concept does not mean deep changes in the structures of the psyche, we admit that they represent changes in the working self, the ego's situational manifestations.

The intervention consisted of a coaching program offered to first year student in which we achieved a climate that facilitates sincere openness to self and to the others, exploring the values and personal beliefs as an expression of deeper self of each. Changes in these dimensions mean changes in their self-perceived Ego. Where these changes are for the benefit of the participants, their emotional balance, acceptance and self-respect, we can speak to strengthen our self-perceived Ego, the optimization of individual relationships with themselves and can better adapt to the role of the student. In total there

were 64 students, with 32 students in the experimental group and the other 32 in the control group.

The evaluation criteria to adapt to the role of the student considered were:

- Strengthening the self-perceived force of the ego (FAE), strengthening the feeling that what they are is a valuable thing, that they have the resources and capacities to adapt efficiently and timely to the new role.

- Accademic success expressed in scores. In formulating working hypotheses we started from the premise that the grades is an appropriate measure of academic success.

For evaluation we used : 16PF Personality Questionnaire, R.F. Cattell; Twenty Statements Test (TST), Zurker; Self-esteem Questionnaire, M. Rosenberg; Self-Efficacy Questionnaire, A. Bandura and Ego-Strenght Scale, F. Barron.

1.The self-perceived Ego-strength as an indicator of the efficiency of the educational activity

Self-perceived Ego is a cognitive-motivational vector in achieving performance, introjection result of self-representation, self-evaluation and the relationships between these dimensions of self-perception. The result of acquiring a state of agreement between knowledge and self-esteem is self-perceived sense of strengthening the Ego. Literature records that the process of clarifying the concept of Self is associated with the growth and strengthening of Self. It is possible for the positive dynamics of the Ego to lead to an increase and strengthening of adaptive functions of the Ego in self-development (Iluţ, 2001).

The concept of **Ego strength** was introduced by F. Barron (1953) to explain progress in psychotherapy. We can then ask whether, by analogy, we may use **self-perceived Ego strength (FAE)** as an indicator of the efficiency of education, which aims to develop human personality. The idea is supported by the fact that FAE is closer than Ego to structural behavior, and thus easier to measure and modify. From the author's previous research paper, conducted on subjects as puberty, have resulted in several assumptions that led to the consideration of a superordinate factor of self-image, self-esteem and sense of self-efficacy. This factor results based on factor analysis, first called Power, then *self-perceived ego strength* (FAE). This synthetic indicator integrator was calculated using the formula:

$$FAE = SDS + EDS + (CAP - DAP)$$

where :
FAE - represents the force of self perceived ego

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SDS - level of self-esteem
EDS - the level of self-efficacy
CAP - self-perceived quality indicator value
DAP - the indicator self-perceived flaws

Starting from these premises we have developed the following hypotheses:

HS1: Participation in the coaching program increases self-perceived strength of the ego.

HS2: Strength self-perceived ego correlate with academic results.

Table 1.

Test results compared to variable FAE

DEPENDENT VARIABLE	INTRA-SUBJECTS DESIGN			INTER-SUBJECTS DESIGN		
	t	p	d	F	p	η^2
THE FORCE OF SELF PERCEIVED EGO	t (31)=4.10	p<0.001	d=0,57	F (1,60)=5.46	p=0.02	η^2=0.08

For FAE assumed increase following the intervention, we found for inter-subject design, a growing trend in average by 10 points of the indicator. The increase is statistically significant, as the results show Student test for paired samples. Statistically significant result on this small sample and average effect size that enables us to afirm independent variable, coaching program, influences the dependent variable - FAE, and the effect appears to be quite important from a practical standpoint.

To evaluate whether differences are due to the independent variable environments have expanded on inter-group design analysis. Analysis of covariance (ANCOVA) allowed us to assess whether the interference is found to be effective in conditions in the two groups may be on the same level of factors C and H factors among which there are differences in pre-test between the two lots. The value of F's and eta squared shows that self-perceived effect of the program in increasing the force of the Ego is overall significantly important in practical terms. We say "a whole" as the result of analysis of covariance refers to the global differences that arise between groups.

Table 2

Correlations of the FAE variable with personality factors

VARIABLES	IDS	SDS	EDS	C	H	O	Anx.	Q4
THE FORCE OF SELF PERCEIVED EGO	0.688**	0.844**	0.860**	0.390**	0.429*	-0.362**	-0.524**	-0.333**

**p<0.01
*p<0.05

FAE indicator correlates to a significant threshold of p <0.01 with more personality factors. I found direct significant correlations prudence factor vs. courage (factor H, r = 0.429) and emotional stability factor (factor C, r = 0.390). Inverse correlation significant we found TO environmental anxiety (r = -0.524), with a tendency toward guilt (factor A, r = -0.362) and voltage Ergić (Q4 factor, r = -0.524). FAE correlational calculation shows that a strong Ego associate with a strong, mature and calm, brave and rich with emotional resonance. Subjects with a force of self-perceived ego raised are more satisfied with themselves, self-confident, serene, calm, resistance to stress and feel, often able to meet the requirements of life and achieve their desires (Block, Robins, 1994).

Participants at the entrance in the program who had a low ergić tension manifested mostly calm, nonchalant, relaxed, living a sense of personal worth, while those with a raised ergić tension were often tense and agitated, pertained to self-depreciating, manifesting itself distrustful of their own resources and skills. Based on training experiences gained in various projects with young people, we chose to pay attention and at the same time, discrete to the subjects with a level of anxiety and higher ergić tension. Anxious and tense subjects are vulnerable to stress risk factors somatization tensions, undapted and unfulfilled. Part of the activities of coaching workshops were designed to unleash these impulses or frustration through activities involving body, waking sensorimotor intelligence and increase flexibility through movement, dance, drawing or modeling (Donati, Watts, 2005). The results demonstrate their impact in reducing tension and increasing labor ergic self-perception of ego. For most tense subjects completed the program we found a significantly lower Q4 factor and a way of relating to experience more calm and relaxed. We appreciate that cultivated the attitude of curiosity and reporting positive experiences, because "there is no failure, only

feedback", facilitated a positive dynamic at both intrapersonal and interpersonal level. We created and we maintained a favorable context signifying perseverance of all positive results obtained in the process of clarifying and strengthening the self-perceived self (Britt, 2003).

In conclusion, all categories of subjects benefit from this program differentially through the strengthening of the ego self-perceived. The main beneficiaries of this synthetic factor, integrator, which I called FAE are vulnerable: those with a weak Ego, the emotional, immature emotional, relatively emotionally unstable, those who are more reserved, careful, contemplative, sometimes distant, demonstrating tension, irritability, restlessness and frustration with high anxiety, vulnerable to the demands of life in the face of change and effort to adapt to the role of student.

2. The relationship of self-perceived ego-strength to academic achievement

Further on, we wondered if this hardening of the ego, through a positive self-representation and self-assessment will correlate with academic achievement as an expression of effective adaptation to the role of student. On this covariance lot of our research hypothesis was disproved The analysis we made found a positive dynamic academic results, from one semester to another, in favor of coaching group compared to the control group, without, however, connects the two variables. We found that subjects with high self-perceived strength lies in all three classes of academic scores: large, medium and small.

In conclusion, the hypothesis maintained that FAE correlate with academic results refuted. For our group this assumption is false, research results may not perceive themselves to relate the self-employment growth with academic results. Given the small sample size of the research we consider that the increase batch and re-checking the hypothesis on a group widened. In formulating working hypotheses we started from the premise that the grades is an appropriate measure of academic success. It is very possible that this premise to be an obstacle in the evaluation of FAE relationship with academic achievement. Academic success seen in extensor include other dimensions, such as: personal satisfaction in relation to school work, social life quality of student involvement in academic projects and extra academic, volunteering in various community and student associations, etc. A further research should identify relevant indicators and assess academic achievement and success than by the marks.

You may find by broadening lot of subjects, that the synthetic indicator called self-perceived strength of the ego rather correlated with

life satisfaction related to the academic training, process intrinsically associated with personal development. It is possible that in such an explanatory model academic results are just a moderating variable between the two. The issue remains open for further investigation.

3. Non-intellective predictors that helps estimate the successful academic development

Remains unanswered the question of potential non-intellective predictors that helps us to estimate better the evolution academic success. To explore this issue we chose the statistical regression method multiline. We carefully determined as predictors, along with IQ, the following indicators: self-image, self-esteem, self-efficacy and self-perceived strength of the ego. We found that overall prediction model is not effective. The only indicator that reaches significance, $p = 0.05$, is self-efficacy followed effectiveness of self-perceived ego strenght. The lack of statistical significance may be due to low power research, due to the small sample. To obtain conclusive results must be increasing lot of subjects.

The results still leaves open the issue of identifying a nonintelectual factor in predicting academic success. Remains unanswered the question of the relationship between self-perceived strength of the ego and academic results. And there are still many things to clarify, both at theoretical, conceptual and methodological level, to assess the predictive value of the synthetic indicator ego force in self-perceived academic achievement. We appreciate all these considerations as ports for further research, the author of the present research opportunities to cultivate an attitude reflective towards the act regarded as a developmental teaching plenary of the human personality.

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