

PERCEPTION ON IDEAL QUALITIES
OF A COMMUNICATION STUDENT

By

Prof. Jose Maria G. Pelayo III
Ms. Shaedy Dee C. Mallari
Ms. Joana C. Manio
Mr. Jose Juancho S. Pelayo

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ABSTRACT

This research study focused on the opinions and contemporary perceptions of Bachelor of Arts in Communication students in Systems Plus College Foundation. The researchers determined the acuity of the students perse on ideal qualities that the respondents should possess or acquire. It addressed with the opinions, insights and also thoughts about what the respondents and was qualitatively analyzed. The study may even modify, improve , enhance or develop these specific qualities. The study has identified two (2) major aspects that the respondents considered most important among the other open ended guidelines on the questionnaire. These are Personality and Self-Confidence.

Keywords: College Students, Communication, Ideal Qualities, Personality, Self-Confidence

INTRODUCTION

Communication among people is very important. It opens new doors, new friends and new opportunities. Communication also creates a stable and well rounded foundation for relationships. Without communication, there would be no coordination, no understanding, no sharing of emotions, no expression of feelings and would create chaos and misunderstanding. It is the aim of the researcher/s to further gather information on the importance of communication by conducting a research study on communication students.

Even if it were nothing else, our information age is the latest in a series of social revolutions that defined and span recorderd history. A desire to produce communication as well as to consume it has been present in every generation. Venturesome souls have risked personal freedom, savings, reputation, even life and limb to create and distribute information. In the present generation, when technology has merged the computer and other connective media like cable and satellite with endusers media like books and television, opportunities have risen

that find their closest comparison in the 15th century, when printing begun in Europe and the old limits crumbled.¹

In our world of technology, communication is at its' best. Cellphones, laptops, tabs, and the internet has given a wider perspective in communication. Dissemination of information is quicker and faster through the internet. The researchers acknowledge the fact that Mass Media should be properly monitored for educational purposes due to the explosion of the internet, cable television, videos on CD, books, magazines and multimedia. Therefore, this study was conducted in order to determine current dynamics and opinions of AB Communication students about qualities which are essential for holistic development in communication.

This research study focused on the opinions and contemporary perceptions of Bachelor of Arts in Communication students in Systems Plus College Foundation. The researchers determined the acuity of the students perse on ideal qualities that the respondents should possess or acquire. It addressed with the opinions, insights and also thoughts about what the respondents and was qualitatively analyzed. The study may even modify, improve , enhance or develop these specific qualities. The study has identified two (2) major aspects that the respondents considered most important among the other open ended guidelines on the questionnaire. These are Personality and Self-Confidence.

RELATED LITERATURE

A study of news media and strategic communication majors (n = 273) revealed differences in regard to personality indices and impetuses for selecting to pursue degrees. Showing overall agreement in the importance of openness, agreeableness, and conscientiousness, strategic communication students were significantly higher in their ratings of agreeableness. News media students were significantly higher in their ratings of openness. In addition, news media students stated a significantly higher rating of the importance of altruistic

¹ A History of Mass Communication: Six Information Revolutions. Fang,I. 1997

purposes. Strategic communication students placed higher emphasis on financial gain. Implications for pedagogy and the profession are discussed.²

The present study aims to find out the influence of personality traits on the choice and use of Memory English Language Learning Strategies (MELLSs) for learners of English as a foreign language, and the role of personality traits in the prediction of use of such Strategies. Four instruments were used, which were Adapted Inventory for Memory English Language Learning Strategies based on Memory category of Strategy Inventory for Language Learning (SILL) of Rebecca L. Oxfords (1990), A Background Questionnaire, NEO-Five Factors Inventory (NEO-FFI), and Test of English as a Foreign Language (TOEFL). Two hundred and thirteen Iranian female university level learners of English language as a university major in Iran, were volunteer to participate in this research work. The intact classes were chosen. The results show that however, there is a significant relationship between four traits of personality and the choice and use of MELLSs, but personality traits cannot be as a strong predictor with high percent of contribution to predict the choice and use of the MELLSs.³

Accurate teacher judgments of student characteristics are considered to be important prerequisites for adaptive instruction. A theoretically important condition for putting these judgments into operation is judgment confidence. Using a German sample of 96 teachers and 1,388 students, the authors examined how confident teachers are in their judgments of students' mathematic and verbal self-concepts, and whether judgment confidence is related to judgment accuracy. Judgment confidence was largely student specific, and the majority of teachers were overconfident of their judgments. Moreover, teacher confidence was higher for extreme judgments. In the subject of mathematics, judgment confidence was moderately associated with

² . The Mass Comm Type: Student Personality Traits, Motivations, and the Choice between News and Strategic Communication Majors Author(s): Crawford, Elizabeth Crisp; Fudge, Julie; Hubbard, Glenn T.; Filak, Vincent F. Source: Journalism and Mass Communication Educator, v68 n2 p104-118 Jun 2013 Pub Date: 2013-06-00

³ The Influence of Personality Traits on the Use of Memory English Language Learning Strategies Author(s): Fazeli, Seyed Hossein Source: Online Submission, Indian Journal of Science and Technology v5 n7 p3041-3046 Jul 2012 Pub Date: 2012-07-00

judgment accuracy. The findings challenge the efficacy of adapting instruction to student characteristics, as it is obvious that many teachers are not aware of their judgment inaccuracy.⁴

Personality is the strongest and most consistent cross-sectional predictor of high subjective well-being. Less predictive economic factors, such as higher income or improved job status, are often the focus of applied subjective well-being research due to a perception that they can change whereas personality cannot. As such there has been limited investigation into personality change and how such changes might bring about higher well-being. In a longitudinal analysis of 8625 individuals we examine Big Five personality measures at two time points to determine whether an individual's personality changes and also the extent to which such changes in personality can predict changes in life satisfaction. We find that personality changes at least as much as economic factors and relates much more strongly to changes in life satisfaction. Our results therefore suggest that personality can change and that such change is important and meaningful. Our findings may help inform policy debate over how best to help individuals and nations improve their well-being.⁵

Although the statistically significant relationship between personality traits and subjective well-being (i.e., self-reported happiness and life satisfaction) is well-known in the field of positive psychology, some scholars still cast doubt on the external validity of this finding and the strength of personality dimensions vis-a-vis other individual-level determinants of subjective well-being such as income, employment status, marital status, self-reported health, and so on. Using a nationally representative, face-to-face survey fielded in South Korea in 2009, we find that personality traits (measured by the Five-factor Model)--particularly, Emotional Stability and Extraversion--are positively associated with happiness and life satisfaction, after

⁴ . Judgment Confidence and Judgment Accuracy of Teachers in Judging Self-Concepts of Students Author(s): Praetorius, Anna-Katharina; Berner, Valerie-Danielle; Zeinz, Horst; Scheunpflug, Annette; Dresel, Markus Source: Journal of Educational Research, v106 n1 p64-76 2013 Pub Date: 2013-00-00

⁵ Is Personality Fixed? Personality Changes as Much as "Variable" Economic Factors and More Strongly Predicts Changes to Life Satisfaction Author(s): Boyce, Christopher J.; Wood, Alex M.; Powdthavee, Nattavudh Source: Social Indicators Research, v111 n1 p287-305 Mar 2013 Pub Date: 2013-03-00

controlling for other covariates. The effects of personality traits are often on par with, and sometimes even greater than, those of other well-known determinants.⁶

The aim of this study was to examine whether low, average, and high comprehenders (LC, AC, and HC, respectively) differed in their reading self-confidence and bias ratings, and whether confidence ratings were driven by reading ability or distributed evenly among diverse readers. Seventy fourth-graders with good decoding abilities were administered a battery of cognitive, linguistic, and self-evaluation measures. They were divided into high, average, and low comprehenders based on a measure of reading comprehension. The results demonstrated that compared to HC, LC exhibited over-confidence and low calibration scores. However, all three groups of readers showed a distribution of low, average, and high confidence ratings. Results support an interaction between test and trait in explaining confidence ratings and emphasize the importance of this interaction in reading comprehension theory and practice.⁷

A university student sample was used to compare school-specific (i.e., personality at school) and general personality (i.e., personality across all life domains) over eight weeks. School-specific and general personality incrementally predicted change in school-specific criteria (i.e., school satisfaction and school citizenship behaviors). Less consistent results were found for general criteria. Specifically, school-specific and general personality incrementally predicted change in general mental health, but failed to incrementally predict change in life satisfaction. In addition, we examined the school-specific-general personality relationship over time. Contrary to expectations, a unidirectional relationship was found in which school-specific personality predicted change in general personality, but general personality did not predict change in school-specific personality. Theoretical and practical implications are discussed.⁸

⁶ Personality and Subjective Well-Being: Evidence from South Korea Author(s):Ha, Shang E.; Kim, Seokho Social Indicators Research, v111 n1 p341-359 Mar 2013 Pub Date: 2013-03-00

⁷ Are Confidence Ratings Test- or Trait-Driven? Individual Differences among High, Average, and Low Comprehenders in Fourth Grade Author(s): Kasperski, Ronen; Katzir, Tami Source: Reading Psychology, v34 n1 p59-84 2013 Pub Date: 2013-00-00

⁸ The Utility of General and School-Specific Personality Traits and an Examination of Their Relationship over Time Author(s): Eschleman, Kevin J.; Burns, Gary Source: Learning and Individual Differences, v22 n4 p537-543 Aug 2012 Pub Date: 2012-08-00

The implicit theories teachers hold about the gifted influence their perception of and behavior toward highly able students, thus impacting the latter's educational opportunities. Two persistent stereotypes about the gifted can be distinguished: the harmony hypothesis (gifted students are superior in almost all domains) and the disharmony hypothesis (giftedness implies maladaptive social behavior and emotional problems). The present study investigated whether teachers' implicit personality theories about the gifted are in line with the harmony or the disharmony hypothesis. Using an experimental vignette approach, we examined 321 prospective and practicing teachers' implicit personality theories (based on the big five personality framework) about students described along three dimensions (ability level, gender, and age, resulting in 8 different vignettes), controlling for teachers' age, gender, experience with gifted students, and knowledge about giftedness. Ability level had the strongest effect on teachers' ratings (partial $[\eta]^2 = 0.60$). Students described as gifted were perceived as more open to new experiences, more introverted, less emotionally stable, and less agreeable (all p s less than 0.001). No differences were found for conscientiousness. Gender and its interaction with ability level had a small effect (partial $[\eta]^2$ s = 0.04 and 0.03). Thus, teachers' implicit personality theories about the gifted were in line with the disharmony hypothesis. Possible consequences for gifted identification and education are discussed.⁹

The purpose of this study was to determine (a) the general knowledge bases demonstrated by school-based speech-language pathologists (SLPs) in the area of genetics, (b) the confidence levels of SLPs in providing services to children and their families with genetic disorders/syndromes, (c) the attitudes of SLPs regarding genetics and communication disorders, (d) the primary sources used by SLPs to learn about genetic disorders/syndromes, and (e) the association between general knowledge, confidence, attitudes, the number of years of experience working as an SLP, and the number of children currently provided services with genetic disorders/syndromes on SLPs' caseloads. Survey data from a nationwide sample of 533 SLPs was analyzed. Results showed SLPs earned a median knowledge score about genetics of

⁹ Teachers' Implicit Personality Theories about the Gifted: An Experimental Approach Author(s): Baudson, Tanja Gabriele; Preckel, Franzis Source: School Psychology Quarterly, v28 n1 p37-46 Mar 2013 Pub Date: 2013-03-00

66% correct responses. Their mean confidence and attitude ratings were in the "unsure" categories while they reported they learned about genetics from three main sources, (a) self-study via web and internet-based searches, (b) on-the-job training and (c) popular press magazines and newspapers. Analyses revealed that Confidence summary scores, Attitude Summary scores, the number of children with genetic disorders/syndromes on SLPs' caseloads are positively associated with the ratings of participants with the highest Knowledge scores. Learning outcomes: Readers will be able to (a) explain the important links between developmental and communication disabilities and genetics, (b) describe the associations between knowledge about genetics and confidence, attitudes, and the number of children with genetic disorders/syndromes on their caseloads, and (c) outline the clinical and theoretical implications of the results from this study.¹⁰

In learning contexts, people need to make realistic confidence judgments about their memory performance. The present study investigated whether second-order judgments of first-order confidence judgments could help people improve their confidence judgments of semantic memory information. Furthermore, we assessed whether different personality and cognitive style constructs help explain differences in this ability. Participants answered 40 general knowledge questions and rated how confident they were that they had answered each question correctly. They were then asked to adjust the confidence judgments they believed to be most unrealistic, thus making second-order judgments of their first-order judgments. As a group, the participants did not increase the realism of their confidence judgments, but they did significantly increase their confidence for correct items. Furthermore, participants scoring high on an openness composite were more likely to display higher confidence after both the first- and second-order judgments. Moreover, participants scoring high on the openness and the extraversion composites were more likely to display higher levels of overconfidence after both the first- and second-order judgments. In general, however, personality and cognitive style factors showed only a weak relationship with the ability to modify the most unrealistic

¹⁰ Speech-Language Pathologists' Knowledge of Genetics: Perceived Confidence, Attitudes, Knowledge Acquisition and Practice-Based Variables Author(s): Tramontana, G. Michael; Blood, Ingrid M.; Blood, Gordon W. Source: Journal of Communication Disorders, v46 n1 p100-110 Jan-Feb 2013 Pub Date: 2013-00-00

confidence judgments. Finally, the results showed no evidence that personality and cognitive style supported first- and second-order judgments differently.¹¹

In this paper we analyze the role played by self-confidence, modeled as beliefs about one's ability, in shaping task choices. We propose a model in which fully rational agents exploit all the available information to update their beliefs using Bayes' rule, eventually learning their true type. We show that when the learning process does not converge quickly to the true ability level, small differences in initial confidence can result in diverging patterns of human capital accumulation between otherwise identical individuals. If differences in self-confidence are correlated with socio-economic background (as a large body of empirical literature suggests), self-confidence can be a channel through which education and earning inequalities perpetuate across generations. Our theory suggests that cognitive tests should take place as early as possible, in order to avoid that systematic differences in self-confidence among equally talented people lead to the emergence of gaps in the accumulation of human capital.¹²

Given the accumulating evidence that performance in medical school and beyond is related to personality, it is important for research to consider how personality assessment can be included as part of the process of selecting medical students. Interviews are one way of measuring personality and this study extends prior research investigating whether the multiple mini interview (MMI) is related to the five factor model of personality. In contrast to prior results (Kulasegaram et al. in "Adv Health Sci Edu" 15:415-423, 2010), examination of MMI scores for 868 applicants to an Australian medical school over 3 years showed significant uncorrected correlations every year with extraversion (0.19, 0.19, 0.30) and conscientiousness (0.20, 0.22, 0.25) and with agreeableness in 2 years (0.17, 0.19). Investigation of personality at a facet-level revealed differing relationships with the MMI within the five factors of personality. MMI scores were also correlated in 2 years (0.17, 0.22) with a situational judgment test of

¹¹ First- and Second-Order Metacognitive Judgments of Semantic Memory Reports: The Influence of Personality Traits and Cognitive Styles Author(s): Buratti, Sandra; Allwood, Carl Martin; Kleitman, Sabina Source: Metacognition and Learning, v8 n1 p79-102 Apr 2013 Pub Date: 2013-04-00

¹² Family Background, Self-Confidence and Economic Outcomes Author(s): Filippin, Antonio; Paccagnella, Marco Source: Economics of Education Review, v31 n5 p824-834 Oct 2012 Pub Date: 2012-10-00

interpersonal understanding (UMAT Section 2) but were unrelated to tests of logical reasoning ability (UMAT Section 1), non-verbal reasoning (Section 3), or past academic performance (Higher School Certificate results).¹³

Few things are more certain to personality psychologists than the idea that habits are hard to break. Consider the following: personality remains very stable throughout the lifespan, especially from adulthood onwards; early measures of personality (what we call "temperament") predict adult personality with substantial accuracy; and twin studies show that similarity in both normal and clinical personality traits is more influenced by genetic than environmental factors.

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Human behavior is directed by an implicit and an explicit motivational system. The intrinsic form of the implicit achievement motive has been demonstrated to predict the experience of flow. Thus, this achievement flow motive can be considered an integral component of the autotelic personality, posited in Flow Theory as dispositional difference in the propensity to experience flow. As implicit motivation predicts long-term behavioral trends and flow predicts quality of performance, the achievement flow motive should be predictive of a long-term goal pursuit such as educational attainment. This hypothesis is tested cross-culturally to shed some light on the universality of flow: Participants from Cameroon, Costa Rica, and Germany were asked about the level of education they attained. To assess their achievement flow motive, the Operant Motive Test was employed. After measurement equivalence was established, analyses revealed that, across all three cultures, the achievement flow motive explained variance in educational attainment independent of achievement values as measured by a scale of the Schwartz Value Survey. Consequently, as would be expected of an element of the autotelic personality, the achievement flow motive predicts long-term academic success.¹⁵

¹³ Associations between the Big Five Personality Factors and Multiple Mini-Interviews
Author(s): Griffin, B.; Wilson, I. Source: *Advances in Health Sciences Education*, v17 n3 p377-388 Aug 2012
Pub Date: 2012-08-00

¹⁴ Mr. Personality. A personality expert talks character and destiny. by Tomas Chamorro-Premuzic, Ph.D.

¹⁵ The Achievement Flow Motive as an Element of the Autotelic Personality: Predicting Educational Attainment in Three Cultures Author(s): Busch, Holger; Hofer, Jan; Chasiotis, Athanasios; Campos, Domingo Source: *European Journal of Psychology of Education*, v28 n2 p239-254 Jun 2013 Pub Date: 2013-06-00

The different sorts of virtuous people who display various virtues to a remarkable degree have brought the issue of individualisation of moral character to the forefront. It signals a more personal dimension of character development which is notoriously ignored in the current discourse on character education. The case is made that since in practice, the individualisation of moral character must, by necessity, advance side by side with the cultivation of virtues, a full account of character education needs to give consideration to both concerns. After analysing the specific ways which temperament, social roles, and occupations respectively contribute to the individualisation of moral character, some practical implications are drawn to shed new light on the common practice of the inculcation of virtues. Firstly, since the varieties of moral personality is the norm, it is appropriate to encourage the educated to become virtuous people of different sorts. Secondly, given the influence that temperament may exert on virtue, having good knowledge of each child's temperament, identifying the specific difficulties possibly confronting him/her accordingly, and then providing more opportunities to strengthen the cultivation of the related virtues are crucial. Thirdly, since children with different temperaments are inclined to identify with different sorts of moral exemplars, it is valuable to present them a great variety of moral models, from which they can choose the kind of virtuous people they would want to emulate. Lastly, since assuming different occupations and social roles is liable to result in various moral characters, character formation cannot be confined to the family or school. Among others, workplaces and communities are also important variables.¹⁶

Recent publications in the "Journal of Youth and Adolescence" present a variety of topics exploring adolescents' mental functioning in the twenty first century. Conceptually, many of the articles address the intriguing, though rarely explicit, question of developmental continuities and change from adolescence to adulthood. Such investigations, which are particularly prominent in articles that discuss personality dispositions such as impulsivity or lack of empathy and their relationship to emotionally disturbed or maladaptive interpersonal behaviors, examine interactional effects of these dispositions within the personality-context matrix. From a methodological perspective, however, the major tools used for assessing

¹⁶ A Missing Piece of the Contemporary Character Education Puzzle: The Individualisation of Moral Character
Author(s): Chen, Yi-Lin Source: Studies in Philosophy and Education, v32 n4 p345-360 Jul 2013 Pub Date: 2013-07-00

personality dispositions are self-report inventories while performance-based methods, previously defined as projective tests, are not used at all despite the wide range of empirical studies that provide support for their psychometric properties. This commentary suggests that applying a theoretically based, multi-method assessment procedure in empirical research would be most fruitful for any study aimed at exploring mental functioning in adolescents. As an example, I would use the Rorschach Inkblot Method, currently being internationally considered as the most frequently applied personality test for assessing adolescents. Implications for research, practice and policy decision-making are discussed.¹⁷

Students' traits, attitudes and behaviors can be a key factor in how they prepare for entering a career and later adapt to working life. Based on this, the aim of this study was to explore associations between personality traits and overcommitment among university and college students. Overcommitment (OC) is a pattern of attitudes, behaviours and emotions characteristic of a person who works harder than what is demanded for a given task, and is driven by a high need for approval and control. The sample consisted of 259 university students. Personality was measured by the NEO-FFI, and overcommitment was measured by a short version of the OC scale. Overcommitment was significantly related to higher scores on the personality traits Neuroticism, Conscientiousness and Openness, and lower scores on Agreeableness.¹⁸

Rett syndrome (RTT) occurs primarily in females and is characterized by deficits in cognition, communication, hand use and ambulation. This quasi-experimental study explored the use of a coaching program to increase communicative interactions between girls with RTT and their communication partners. Communication coaching strategies were provided to adults

¹⁷ Invited Commentary: Applying Psychodynamic Developmental Assessment to Explore Mental Functioning in Adolescents Author(s): Czopp, Shira Tibon Source: *Journal of Youth and Adolescence*, v41 n10 p1259-1266 Oct 2012 Pub Date: 2012-10-00

¹⁸ "All Work and No Play..." Overcommitment and Personality among University and College Students Author(s): Hetland, Hilde; Saksvik, Ingvild B.; Albertsen, Hanne; Berntsen, Linn Synnove; Henriksen, Astrid Source: *College Student Journal*, v46 n3 p470-482 Sep 2012 Pub Date: 2012-09-00

who worked with four girls with RTT during mealtime in their classrooms. Data analysis revealed that the number of bids for communication increased over time for all girls with RTT. Feeders waited longer for girls to respond, used fewer conversational fillers and responded to the girls' behaviors as if they were intentional. These observations suggest communication coaching may be a valuable tool clinicians can use to enrich communicative interactions in the classroom for these individuals with severe communication impairments. Limitations and suggestions for further research are discussed.¹⁹

In this paper we report the results from a study that assessed confidence together with scales measuring self-belief--i.e., self-efficacy, different kinds of self-concepts, and anxiety--among the 15-year old students from Singapore. A distinct confidence factor was identified in the domains of mathematics (N = 1940) and English (N = 1786). Our results show that confidence is: a) a robust individual differences dimension; b) that can be combined with accuracy information to obtain bias scores that may be useful for group comparisons and for identification of misconceptions about particular topics. Confidence as studied in our work to date has been c) the best predictor of achievement in both mathematics and English; d) is related to both cognitive and self-belief measures; and e) it captures much of the predictive variance of other self-beliefs that are, in turn, among the best known predictors of achievement.²⁰

SIGNIFICANCE OF THE STUDY

The study discovered the contemporary acuity on the ideal qualities of an Bachelor of Atrs in Communication student. This will pave the way to determine present dynamics, thoughts, ideas, awareness, and understanding of AB Communication students. The study will be a reference of teaching methods and subject focusing on the students. It will also serve as a

¹⁹ Coaching Communication Partners: A Preliminary Investigation of Communication Intervention during Mealtime in Rett Syndrome Author(s): Bartolotta, Theresa E.; Remshifski, Patricia A. Source: Communication Disorders Quarterly, v34 n3 p162-171 May 2013 Pub Date: 2013-05-00

²⁰ Confidence: A Better Predictor of Academic Achievement than Self-Efficacy, Self-Concept and Anxiety? Author(s): Stankov, Lazar; Lee, Jihyun; Luo, Wenshu; Hogan, David J. Source: Learning and Individual Differences, v22 n6 p747-758 Dec 2012 Pub Date: 2012-12-00

reference for alternative approaches and innovative methods for the faculty/instructors, that may enhance students of Systems Plus College Foundation, Angeles City, Philippines. Qualitative analysis will be utilized to determine the current perceptions of the students about the ideal qualities and/or the abilities and capabilities that should be acquired for a communication student.

METHODOLOGY

a. Participants

A total of 25 respondents were included in the study. 21 Female and 4 Male AB Communication students. Purposive Sampling was utilized in this study. Average age of the respondents is 17 years old (oldest is 22 years old and youngest is 15 years old).

b. Instruments Used

A semi-structured questionnaire was used in this study. Open ended questions included English Proficiency, Oral Communication, Essay Writing, Journalism, Self-Confidence, Writing Skills, Reading Comprehension, Research and Personality were the topics that were asked to the respondents. The respondents express their opinions if these aspects are important or ideal as an AB Communication student. They were also asked to write a narrative about themselves.

c. Analysis of Data

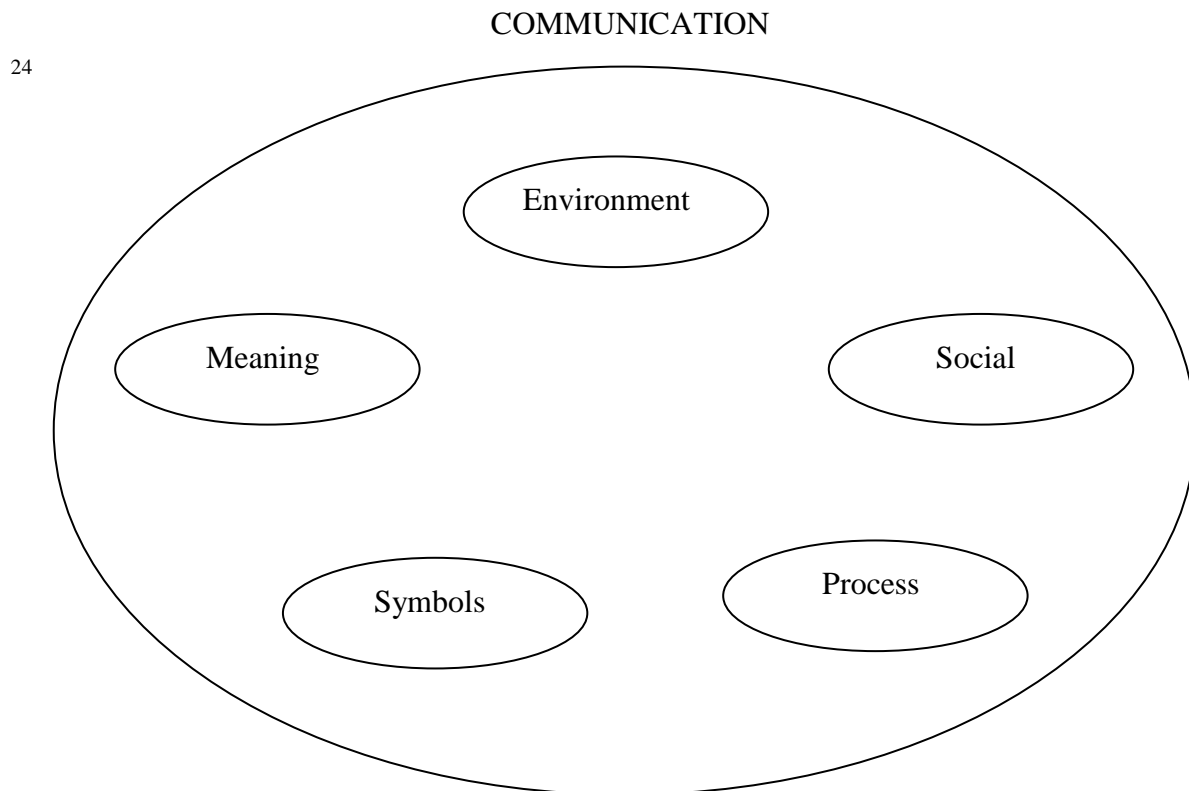
Qualitative Evaluation and Analysis of data was used in this study. Thematic Coding (a process in which is used for qualitative studies. Salient and common themes are drawn. An example of this is NVIVO as opposed to SPSS for quantitative studies) drew the conclusions and results of the study.

DEFINITION OF TERMS

PERSONALITY the combination of characteristics or qualities that form an individual's distinctive character.²¹

SELF-CONFIDENCE a feeling of trust in one's abilities, qualities, and judgment.²²

COMMUNICATION a social process in which individuals employ symbols to establish and interpret meaning in their environment.²³



²¹ Oxford Dictionaries. http://oxforddictionaries.com/us/definition/american_english/personality

²² Oxford Dictionaries. http://oxforddictionaries.com/us/definition/american_english/personality

²³ Introducing Communication Theory: Analysis and Communication 4th edition. West, R. and Turner, L. 2010

²⁴ Introducing Communication Theory: Analysis and Communication 4th edition. West, R. and Turner, L. 2010

RESULTS

Based on the qualitative analysis of the semi-structured questionnaire with open ended questions, the most important contemporary perceptions and ideal qualities for the majority of the respondents for an AB Communication student are PERSONALITY and SELF-CONFIDENCE. Among all the given aspects in the questionnaire: English Proficiency, Oral Communication, Essay Writing, Journalism, Self-Confidence, Writing Skills, Reading Comprehension, Research and Personality, all of them stressed out the importance of Personality and Self-Confidence.

THEMES

A. PERSONALITY AS AN IDEAL QUALITY OF A COMMUNICATION STUDENT

Based on the results, the study may infer that one of the contemporary perceptions of an ideal quality of an AB Communication student is Personality. They have expressed their thoughts and ideas about the different aspects needed but still Thematic Coding and Qualitative analysis has indicated that they emphasized on Personality. Discussions were also conducted with a few sample to validate the results.

"For me in terms of Personality, I am more focused on myself... "

"If you are an AB Communication student you must have a good personality.... self confidence to talk to other people.... "

"In my opinion....an AB Communication must have a cheerful personality.... "

"It is important for us to be concerned about our personality for it is one factor in developing our image.... "

"First personality because an AB Communication student must be a good person, or should I say a good example.... "

"Personality affects your relationship with the people around you.... "

"Personality matters because you should pack your nerves with questions but always observe the power of listening.... "

B. SELF-CONFIDENCE AS AN IDEAL QUALITY OF A COMMUNICATION STUDENT

Based on the results, the study may infer that one of the contemporary perceptions of an ideal quality of an AB Communication student is Self-Confidence. They have expressed their thoughts and ideas about the different aspects needed but still Thematic Coding and Qualitative analysis has indicated that they emphasized on Self-Confidence. Discussions were also conducted with a few sample to validate the results.

"One must have guts to talk in public, remember that an over flowing confidence will take you far... "

"Building self-confidence is a must because it is the first foundation of all great success and achievements...."

"Gain more self-confidence.... "

"In order to be successful as an AB Communication student you have to have self confidence to talk, communicate in public.... "

"Self-confidence because we are interacting with other people...."

"They have to be very expressive whether in speaking or in writing "

"Must have self-confidence everytime... because if people can't see your confident, then why would they believe you?.... "

"Self-confidence works when you strike the audience with your words and overflowing guts that catch their attention. Media practioners and public speakers carry their audience not because they have something to say but because of their self-confidence.... "

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APPENDIX

CONTEMPORARY PERCEPTION ON IDEAL QUALITIES
OF A COMMUNICATION STUDENT

QUESTIONNAIRE

OBJECTIVE: This study would like to discover the contemporary acuity on the ideal qualities of an AB Communication student. This will pave the way to determine present dynamics, thoughts, ideas, awareness, and understanding of AB Communication students. The study will be a reference of teaching methods and subject focusing on the students. It will also serve as a reference for alternative approaches and innovative methods that may enhance students.

Directions: Write a narrative not less than 100 words on a separate sheet of paper (in English) about your opinion on these aspects. Your answer will be based on your experience so there are no right or wrong answers for this questionnaire.

Name

Age

Address

1. In your opinion, what are the ideal qualities of an AB Communication student in terms of:
 - a. English Proficiency
 - b. Oral Communication
 - c. Essay Writing
 - d. Journalism
 - e. Self-Confidence
 - f. Writing Skills
 - g. Reading Comprehension
 - h. Research
 - i. Personality

2. Describe yourself as a person not less than 50 words.

Thank you.

