

POSITIVE PERSONALITY CHANGES IN ADOLESCENTS ATTENDING A DUAL EDUCATIONAL SYSTEM VOCATIONAL PROGRAM

Maria SOLEVA, Ivanka ASENOVA

*South-West University "Neofit Rilski",
BULGARIA, Blagoevgrad 2700, Ivan Mihailov Str. 66*

soleva@pirintex.com; asenova_iva@abv.bg

Abstract. *This article presents the results of a study concerning the effects of an educational program modelled after the German Dual Educational System upon the personalities of adolescents who had previously dropped out or were expelled from school and were unemployed. 32 students between 16-18 years of age, 21 of whom were female and 11 male ($M = 17.16 \pm 0.73$), were tested twice – at the beginning of their program of studies and at the end of the first year. We employed the Zung Self-Rating Depression Scale, the Zung Self-Rating Anxiety Scale, and the Gießen-Test (Giessen Test) to evaluate the personality characteristics of social resonance, dominance/subordination, self-control, underlying mood, permeability, and social potency/impotency.*

The results indicate that there was a significant reduction in mean group scores on the anxiety and depression scales, and a significant increase in mean group scores on the dominance/subordination and social potency/impotence scales. The positive changes in personality characteristics that took place suggest that the Dual Educational System model can be used effectively not only for vocational education and training, but also for the positive personal development of adolescents aged 16-18.

Keywords: dual educational system; vocational training; personality traits; adolescents.

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Contribution:

Maria Soleva – Introduction, Methodology, Data processing, Results, References.

Ivanka Asenova – Abstract, Introduction, Theoretical background, Discussion, Conclusions.

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