THE COMPARATIVE STUDY OF MINORITY AND MAJORITY ADOLESCENTS' SELF-IMAGE BASED ON THEIR OWN SELF-CHARACTERIZATIONS

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In our study we have analyzed the written self-characterizations of three different groups (Hungarian students from Transylvania, Romanian students from Transylvania and Hungarian students from Hungary). Our goal was to compare the self-image of students from different groups. In our study, we would like to find information about the self-image and body image of adolescents who belong to minority groups, about the self image and body image of adolescents who belong majority groups, and whether there are differences between the self-image of majority adolescents compared to the self-image of minority adolescents. There were written self-characterizations prepared by fifth and eighth grade students of primary schools. We have studied the written compositions by means of content analysis and looked for the differences between the various categories and the frequency of self-image components in the different groups. By examining the subcategories of the two main category systems - the Physical Self and the Psychological Self - of the current self-image we can get an exact picture of the adolescents' current self-image and its characteristics. The study of the self-image and implicit identity of minority students offers useful information to parents, teachers and school counselors, as well. The 2005-2006 study outlined important teaching and educational objectives. The results of the current research point out other particular objectives in minority education.

Keywords: self-image, minority adolescents, self-characterizations

Starting from the nineties we could witness significant social, economic and cultural changes in Transylvania. Transylvania – in the current meaning of the word - represents the area that was given to Romania at the end of World War II in a Peace Treaty, and it includes the historical Transylvania, the Banat, Maramures, Satu-Mare regions and the Kris region. This place has been the node of ethnic co-existence for several centuries, its fate is intertwined with Hungarian, Romanian and German history. According to Andrea Süle "The history of Transylvania is an integral part of both the Hungarian and Romanian history, but at times it was more closely linked to Hungarian, while at others to Romanian development (Diószegi & Süle, 1990:5).

According to the census from 1910 (Diószegi, 1990:11) – there were 1,661,805 Hungarian mother tongue people living in Transylvania. According to the last 2002 census (Recensământul populaţiei, 2002) there are 1,443,970 Hungarian-speaking inhabitants in Transylvania, it is still the largest minority group in Europe.

From the nineties onwards – following the impact of the East European political, social and economic changes (Hogan-Brun, 2010) - major social, economic and cultural changes take place in Transylvania. Due to the influence of changing social conditions the relationship between the individual and the environment is in constant change.

According to Csapó and colleagues the minority status of the young Hungarians in Transylvania affects their personality as well. In their studies they have compared three student groups - the Transylvanian Hungarians, Romanians and Hungarians from Hungary - in order to determine the similarities and differences between these groups. The well-being and self-esteem results showed that the Transylvanian Hungarian students have lower self-esteems than the students from majority groups (Csapó et al., 1999:161).

Valer Veres (2004:30) examined a large sample of young inner-Transylvanian Hungarians' and inner-Transylvanian Romanians' satisfaction concerning their conduct of life. On a scale from 1 to 5 Transylvanian Hungarians ranked 3.13 and Transylvanian Romanians 3.20. No significant difference was found between the two groups' satisfaction levels regarding their lifestyle. A number of cross-border minority groups were examined in their study and according to the results the satisfaction levels related to the lifestyle were determined by the subjective evaluation of the socio-economic situation.

The question arises as to whether in this accelerated pace of life young people are able to develop a coherent identity, since their personality is in the process of maturation. This research tries to identify the answer to the following question: what are the properties of the self-characterizations of adolescents belonging to different ethnic groups? What are the traits that students attribute to themselves? How satisfied are adolescents with themselves?

Scientific background of the research

Each category refers to the specific, individual characteristics and traits of a person, which at the same time acts as an ensemble in our experiences, in the opinions that are formed about us or other people.

According to personality researchers who use the cognitive approach, the personality combines our notion of ourselves and our notions about the world. They consider the most important the notions related to the EGO and self-image. The following elements of self-image were examined in their studies: subjective self-image, objective self-image, ideal self-image, undesired self-image, possible self-image, expected self-image. These components of the ego system were studied with methods which are based on "conscious" or easily acknowledgeable information.

In psychological literature (individual psychology, developmental psychology, social psychology, clinical psychology, educational psychology) the *personality trait*, *personal characteristics*, *character* or *quality* are used as synonyms. These refer to the constant features of people that manifest themselves at different times and under different circumstances.

In English literature the term "trait" is used to express the personality characteristics. Its meaning: a characteristic or feature that distinguishes the person from other individuals or objects. A more or less constant behaviour pattern of a personality: for example, shy (shyness), honest (honesty), etc. (Colman, 2001)

The description of personality starts from multiple behaviour patterns then narrows down on fewer characteristics. "When we think about qualities that describe a person and the signs that help us form our opinions, we are describing the personality (Carver & Scheier 2003:72). Often we think that we can describe a person with a few basic characteristics. For example, if someone is said to be a dynamic personality, then we consider that this is a feature of the person.

Personality traits symbolize the richness of our personality, self-image. They are pillars that offer orientation in social relationships, they represent our human self. During our evolution our personality traits change, evolve, but during all ages we have so called cardinal features, which form the core of our self-image. Children recognize mostly these characteristics.

Characteristics of the adolescent self-image

At this age, the individual is able to visualize his whole being, intentions and actions to himself. There is a strong demand for self-knowledge, they become *highly interested* in their own self. ("Young people's thinking can often be characterized with lability and lack of confidence, although there is a clear effort to strengthen the self-image..." (Vajda, 2006:231)

The *self-image* of adolescents is *more positive* than the self-image of primary school students because they feel that the development of their ego is partially dependent on them. A positive self-image, self-confidence is a prerequisite of good performance in school (Vajda & Kósa, 2006), *self-esteem positively affects* the successful handling of tasks and tests.

Minority adolescents who attend schools of majority groups have a *more negative self-esteem*. In Transylvania, with the exception of a few elementary and middle schools, most of the Hungarian students attend majority schools with mixed native languages.

According to Tókos Katalin (2006), the self-characterizations of adolescents have typical features and language patterns: the fluctuation of positive and negative features, mood changes, inexperienced self-reflection, linguistic-semantic manifestation of hesitation, etc.

In my research (Horváth, 2008, 2010) I have found that the self-characterizations of adolescents are honest, natural and reflect the development process of the realistic self-image.

Hypotheses

1. People belonging to minority groups are less likely to name capabilities.
2. Minority adolescents often refer to negative personality traits.
3. Minority adolescents often refer to emotions.
4. People belonging to minority groups are less satisfied with themselves.

Sample

In my study I have analyzed the self-characterizations of 593 Hungarian students from Transylvania, Hungarian students from Hungary and Romanian students (Table 1). The specific minority-majority issues indicated in the title can be evaluated through a comparison between these three groups. The frequency based on nationality is the following: Hungarians from Transylvania (minority) 36.4%, Romanians from Transylvania (majority) 31.2%, Hungarians from Hungary (majority) 32.4%. The distribution according to study year: 49.9% fifth grade students, 50.1% eighth grade students. The Distribution according to gender: 47.9% boys, 52.1% girls.

Hungarian students from Transylvania were chosen from the following schools in Mures county: Europe High School (Targu Mures), Primary School of Tarnaveni, Primary School No. 1 from Ludus, Primary School of Miercurea Nirajului, Primary School of Fantanele, Primary School of Bahnea.

The Romanian students were from the following ures county schools: Europe High School (Targu Mures), Primary School of Tarnaveni, Primary School No. 1 from Ludus, Primary School of Bahnea, Primary School of Reghin

Hungarian students from Hungary were selected from the schools of Csongrád county: Orbán Dénes Primary School (Röszke), Kiss Bálint Reformed Primary School (Szentes), Primary School of Gedo and Basic Art School (Szeged), Deák Ferenc Primary School (Szentes).

Table 1. *Sample*

Sample		Total	
		Fr	**%**
nationality	Hungarian from Transylvania (Ethnic minority)	216	36,4
	Romanian from Transylvania (Ethnic majority 1)	192	31,2
	Hungarian (Ethnic majority 2)	185	32,4
grade	5th	296	49,9
	8th	297	50,1
gender	boys	284	47,9
	girls	308	52,1
	total	**593**	**100**

The *research method* was the *written self-characterization* (self-portrait), during which the students draw up their self-characterization by presenting their own external and internal characteristics.

Task: "List your most important external and internal characteristics, than plan the logical structure used in the text composition (e.g. hands, face, torso, etc, detailed and/or general characterization) and finally prepare your self-characterization!" (Pletl, 2008:17)

The self-charactarizations were processed by means of *content analysis* (Ehman, 2002; Szabolcs, 2004)

Research results

When processing the self-characterizations we have taken into account the categories used in the psychological literature (Sallay, 2001; Zlate, 2002) and formed two main content categories. The *physical self* category includes the contents that relate to the body. These include: eye colour, hair colour, hair length, face, arms, legs, skin, clothes, height, weight, constitution, physical activity and physical skills. The category of *psychological self* includes contents that relate to the personality and other references to the psyche. These are: abilities, emotions, satisfaction, social attitudes, interests, personality traits, learning.

When describing the *physical self* the most common (Table 2) categories indicated are the eye colour (80.1) and hair colour (81.1%) and height (72.7%). This is followed by specific features of the constitution with 51.6%. The hair length (31.4%) is ahead of the weight (14.7%) and face categories (26.8%). Physical abilities are less frequently mentioned 22.9%. The least frequent are categories of physical skills (8.9%) and clothing (9.8%).

Table 2. *Frequency distribution of the Physical self category*

	Categories	**Hungarian from Tr.**	**Romanian from Tr.**	**Hungarian**	**Total**
1	Color of eyes	87	71.7	81.1	80.1
2	Color of hair	87.5	67.7	87.6	81.1
3	Length of Hair	36	11.5	46.5	31.4
4	Form of face	44.9	6.2	27	26.8
5	Arms	22.2	1.6	18.4	14.3
6	Legs	26.9	2.1	24.3	18
7	Skin	15.7	2.6	12.4	10.1
8	Dress	15.3	2.6	10.8	9.8
9	Height	75.9	67.2	74.6	72.7
10	Weight	18.5	9.4	15.7	14.7
11	Constitution	50	40.1	65.4	51.6
12	Physical Activity	24.5	19.8	24.3	22.9
13	Phisycal Ability	13.1	2.5	10.7	8.9

To determine precisely the differences between the three groups we have evaluated the significant differences by pair. Each group was compared to the other two: Transylvanian Hungarians-Hungarians from Hungary (TH-H), Transylvanian Hungarians-Romanians (TH-R) and Hungarians from Hungary-Romanians (H-R). Table 3 shows the comparison between the results of 13 *Physical self* categories and 5 *Psychological self* categories.

Table 3. *The comparison of physical self and psychological self categories by nationality*

Physical Self	Categories	Hungarian from Tr.	Romanian from Tr.	Hungarian	Simila-rities
1	Color of eyes	N.S.	p=0.000 ch²=14.767	p=0.022 ch²=4.550	C
2	Color of hair	N.S.	p=0.000 ch²=23.345	p=0.000 ch²=21.278	C
3	Length of Hair	p=0.035 ch²=4.438	p=0,000 ch²=33.388	p=0.000 ch²=56.555	
4	Form of face	p=0.000 ch²=13.721	p=0.000 ch²=77.586	p=0.000 ch²=29.599	
5	Arms	N.S.	p=0,000 ch²=39.667	p=0.000 ch²=30.100	C
6	Legs	N.S.	p=0.000 ch²=48.389	p=0.000 ch²=41.215	C
7	Dress	N.S.	p=0,000 ch²=19.330	p=0.001 ch²=10.249	C
8	Height	N.S.	p=0.020 ch²=7.826	p=0.049 ch²=6.029	C
9	Constitution	p=0.021 ch²=11.567	p=0.044 ch²=9.799	p=0.000 ch²=30.946	
10	Weight	N.S.	p=0.025 ch²=7.362	N.S.	C
11	Look (beautiful)	N.S.	N.S.	N.S.	
12	Physical Activity	N.S.	p=0.029 ch²=10.796	p=0.020 ch²=11.692	C
13	Physical Ability	N.S.	p=0.001 ch²=18.527	p=0.018 ch²=11.894	C
	TOTAL	**3**	**12**	**11**	
Psychological Self					
1	Satisfaction	N.S.	N.S.	N.S.	
2	Abilities/ capabilities	N.S.	N.S.	N.S.	
3	Emotions	N.S.	p=0.008 ch²=11.824	p=0.014 ch²=10.539	C
4	Emotional Traits	p=0.016 ch²=6.640	N.S.	p=0.016 ch²=5.803	
5	Socialization	N.S.	p=0,001 ch²=14.475	p=0.008 ch²=9.567	C
	TOTAL 5	**1**	**2**	**3**	

We have found that the comparison of the 13 *Physical self* categories of Transylvanian Hungarians and Hungarians from Hungary resulted in significant difference in 3 categories: hair length (p = 0.035, ch² = 4.438), constitution (p = 0.021, ch² = 11.567) and face (p = 0.000, ch² = 13.721). The comparison of the Transylvanian Hungarian-Romanian resulted in significant differences in 12 categories, and the Hungarian - Romanian comparisons resulted in significant differences in 13 categories. In every case, the Hungarian students were the ones who mentioned the given category more often. We can see that the Transylvanian Hungarians and Hungarians from Hungary all present their physical properties in more detail, while the Romanian children only mention their eye colour, hair colour,

height and constitution. Only a few Romanian children mentioned the arms, legs, skin, clothing categories.

Based on the results presented in the Table 3. on Psychological Self, we found significant differences only in the comparison of the Transylvanian Hungarians-Hungarians Emot. Char. category (p = 0.016, ch² = 6.640). Emotions and social attitudes were mentioned more often by Transylvanian Hungarian and Hungarian students, compared to Romanian students.

There was no significant difference in the categories of Satisfaction and Beautiful, so minority students express their satisfaction just as often as their counterparts in majority groups (see also the results of Table 5).

In summary, we can state that cultural similarities were determined in the description of the physical and psychological self, so children belonging to the same national group (Hungarians and Transylvanian Hungarians) prepared a more detailed, richer physical portrait and Romanian students describe their physical and psychological properties by using only a few categories.

Table 4. *Frequency distribution of Abilities and Social attitudes*

	Categories	Hungarian from Tr.	Romanian from Tr.	Hunga-rian	Total	SIGN.
1	**Abilities/ Capabilities**	24.2	17.7	23.8	21.9	N.S.
	Cognitive 1	13	13	14.6	13.5	
	Cognitive 2	1.9	1	1.1	1.3	
	Communication	1.9	0	2.2	1.3	
	Art	6.5	2.1	4.3	4.4	
	More than one	0.9	1.6	1.6	1.3	
3	**Sociability** .	39.8	24.5	37.3	31.4	p=0.004 ch²=15.200
	Sociable	31	22.4	30.3	28	
	Not sociable	8.8	2.1	7	6.1	

One of the most important factor of self-knowledge is knowing our own abilities. Eighth grade students who face the dilemma of career choice or school choice can avoid making hasty decisions if they make their choices knowing their physical and other abilities. Table 4 shows that there is no significant difference between the results of the three groups. All three groups used the attributes of the Cognitive 1 category the most, which are *smart, intelligent*, *quick-witted*. We have rarely found attributes from the Cognitive 2 category, which is *stupid, slow-witted* and this result is quite natural, since the condition of self-reflexivity is an appropriate level of cognitive thinking.

We can see that abilities related to communication and art are a lot less mentioned - and few children mention more than one abilities. Many children mention one ability (21.9%), but only a few name more abilities. There were no significant differences in the comparison of age groups either, eighth grade students do not name more abilities than fifth grade students.

We can see that school is almost the only environment where teens are able to discover their own abilities, and schools are based on the intelligent/non-intelligent value system. In order to be successful in everyday life, students need many other abilities, like making decisions, making choices, evaluating, gathering information, the ability to discern, etc.
We are convinced that the necessity of school career counselling is clearly reflected by these results.

The category of social attitudes was mentioned in all three groups (Table 4) with high frequency, but was significantly higher (p = 0.004, ch² = 15.200) in case of Transylvanian Hungarians and Hungarian students from Hungary. The results of age group comparisons showed that significantly more eighth grade students mentioned sociability than fifth grade students. This result is consistent with the information on psychological development of adolescents, who spend significantly more time with peers and their need to make friends increases. Thus, the opposite of sociability, aloofness becomes more obvious as well.

Table 5. *Frequency distribution of Emotion, Emot. Charact., Satisfaction and Beautiful*

	Categories	Hungarian from Tr.	Romanian from Tr.	Hunga-rian	Total	SIGN.
1	**EMOTIONS**	22.3	9.8	21.6	18	p=0.010 ch²=16.706
	1.Positive	16.2	7.8	18.9		
	2.Negative	4.2	1	1.6		
	3.Both	1.9	1	1.1		
2	**EMOTION-TRAIT**	11.6	10.9	4.3	9.1	p=0.024 ch²=7.478
3	**3.LOOKS**	10.2	8.9	9.7		N.S.
	1. Positive looks: beautiful/ Handsome	8.3	8.9	8.6		
	2. Negative looks	1.9	0	1.1		
4	**Satisfaction**	8.4	6.2	8.4	7.6	N.S.
	1. Content	5.6	5.7	5.7		
	2. Not content	2.8	0.5	2.7		
	Total					

In Table 5, the results of the following categories are presented: Emotion, Emot. Charact., Satisfaction and Beautiful. Hungarian students from Transylvania and Hungary referred to *emotional* states significantly more frequently (p = 0.010 ch² = 16.706) compared to the Romanian students. The most common emotional states (22.3%) were positive, such as joy, happiness, cheerfulness, exhilaration, negative emotions were less frequently mentioned (4.2%). "*Excitable*", "*quickly angered*", "*irritable*" and "*peaceful nature*" personality traits were included in the emotional characteristics (Emot. charact.) category, which are indicator of impetuous traits as well. In this category we have found a significant difference (p = 0.010, ch² = 16.706) between Hungarian students from Hungary and the other two groups (Romanians, Hungarians from Transylvania). This is the only category in case of which the responses of the Romanian students from Transylvania and the Hungarian students from Transylvania were of similar frequency.

There was no significant difference (Table 5) between the categories of *Beautiful* and *Satisfied*. This draws our attention to two important issues. On the one hand satisfaction and the belief in one's beauty suggests a positive self-image. The results show that there are no differences between the self-image of minority and majority group students. There is a difference between immigrant minorities and minorities who were born into a majority culture. While the immigrant minority voluntarily lets itself be assimilated into the majority culture in order to overcome the linguistic and cultural disadvantages/shortcomings, the minority groups that are born into a majority culture want to preserve their identity and are not typically characterized by minority feeling. Our results show that the Hungarian minority students were just as satisfied and they see themselves equally beautiful, as their peers from the majority groups.

The tables below present the mean values of different groups and content categories mentioned by the students. The comparison of mean values for the Hungarian students based on age groups and gender are presented in tables 6 and 7. The changing value of Ment. Tot. shows the number of categories mentioned from all categories, the Tot. Phys. Index shows the mean values of the physical characteristics mentioned, while the Tot. Traits shows the mean values for the mentioned personality trait categories.

Hungarian fifth and eighth grade students (Table 6) generally mention ten different categories in their self-characterizations and we have not found significant difference between the mean values. In the physical characteristics category each age group mentioned generally 5-5 characteristics and used 3-4 personality traits in their self-description.

Table 6. *Mean values of Hungarian students based on age groups*

	Grade	Mean	t- value	Signif.
Total of categories mentioned	5th	10.70	.009	N.S
	8th	10.70		
Total of the physical cat. mentioned	5th	5.07		N.S
	8th	5.10	-.093	
Total of traits cat. mentioned.	5th	3.01	-1.165	N.S
	8th	3.39		

Table 7. *Mean values of Hungarian students based on gender*

	Grade	Mean	t- value	Signif.
Total of categories mentioned	H. boys	8.95		
	H. girls	12.22	-5.463	.001
Total of the physical cat. mentioned	H. boys	4.24		
	H. girls	5.80	-5.310	.000
Total of traits cat. mentioned.	H. boys	2.66	-3.273	
	H. girls	3.70		.000

Table 7 shows the results of the comparison between the groups based on gender and we can see that girls use significantly more characteristics than boys in their self-characterizations. Girls generally mentioned 12 characteristics, while boys mentioned only 9. When describing their physical traits, girls used 6 categories and boys only 4. There were differences between the mean values of the Tot. Charact. category. Girls named 4 and boys named 3 personality traits.

The mean values of Transylvanian Hungarian fifth and eighth grade students were summarized in Table 8. Based on age groups, we have found significant differences between all the categories and between the mentioned personality traits. In both cases eighth grade students mentioned more characteristics. Transylvanian Hungarian eighth grade students generally mention 13 content categories and 4-5 personality traits. There are no significant differences in the Tot. Phys. category because fifth grade students and eighth grade students have all mentioned 5 characteristics

Table 8. *Mean values of Hungarian students from Transylvania based on age groups*

	Grade	Mean	t- value	Signif.
Total of categories mentioned	5th	11.34		0.001
	8th	13.12	-3.386	
Total of the physical cat. mentioned	5th	5.47		N.S.
	8th	5.07	1.416	
Total of traits cat. mentioned.	5th	3.29	-3.757	0.000
	8th	4.39		

In the comparison based on genders (Table 8) there is a significant difference between all the mentioned characteristics and personality traits. Girls mention 13 categories in total, 5 physical, 4 personality traits and 4 others. Boys generally mention 11 characteristics, 5 physical, 3 personality traits.

Table 9. *Mean values of Hungarian students from Transylvania based on gender*

	Grade	Mean	t- value	Signif.
Total of categories mentioned	H-Tr. boys	11.32		
	H-Tr. girls	12.94	-3.039	.003
Total of the physical cat. mentioned	H-Tr. boys	5.02		.099,
	H-Tr. girls	5.48	-1.659	N.S.
Total of traits cat. mentioned.	H-Tr. boys	3.40	-2.604	
	H-Tr. girls	4.189		.010

Table 10. *Mean values of Romanian students based on study year*

	Grade	Mean	t- value	Signif.
Total of categories mentioned	R. 5th	8.2277		0.344,
	R. 8th	8.7692	-.948	N.S.
Total of the physical cat. mentioned	R. 5th	2.8119		.009
	R. 8th	3.4835	-2.641	
Total of traits cat. mentioned.	R. 5th	3.2376		N.S.
	R. 8th	3.3626	-.410	

Mean values (Table 10) of fifth and eighth grade Romanian students only show differences in the totality of characteristics, but we can see that mean value 8 and 9 fell way beyond the mean values of Hungarian and Transylvanian Hungarian students.

The differences between genders can be seen in the self-characterizations of Romanian students as well, as the mean values of the girls are much higher in the totality of characteristics as well as personality traits.

Table 11. *Mean values of Romanian students based on gender*

	Grade	Mean	t- value	Signif.
Total of categories mentioned	R. boys	7.0693	-5.633	.000
	R. girls	10.0549		
Total of the physical cat. mentioned	R. boys	3,0297		.413,
	R. girls	3,2418	-1.620	N.S.
Total of traits cat. mentioned.	R. boys	2.5446	-.820	
	R. girls	4.1319		.000

In conclusion we can say that the mean values of the Romanian students are much lower than the results of the other two groups, so the Hungarian students have prepared more detailed and thorough self-characterizations. The differences between genders were clearly visible in all three groups, but the differences between age groups were more visible only in the Transylvanian Hungarians and the Romanian group.

Next we will present the frequency of the personality traits mentioned by students. The students mentioned more than 300 personality traits in their self-characterizations, we have listed these in 52 groups. Table 12 presents the first 14 more frequent personality traits among the three nationality groups.

Table 12. *Frequency of personality traits*

	Hungarian from Tr.		Romanian from Tr.		Hungarian		Total	
	Trait	**%**	**Trait**	**%**	**Trait**	**%**	**Trait**	**%**
1	Tr 1	57,9	Tr 1	37,5	Tr 2	47,6	Tr 1	45,2
2	Tr 2	38,9	Tr 2	28,1	Tr 1	38,4	Tr 2	38,1
3	Tr 9	23,6	Tr 7	21,9	Tr 9	25,4	Tr 9	22,3
4	Tr 4	15,7	TR 6	18,2	Tr 22(-)	18,4	Tr 6	13,8
5	Tr 13 (-)	13	Tr 9	17,8	Tr 3b (-)	12,4	Tr 3a	12,3
6	Tr 3a	12,5	Tr 11(-)	13,5	Tr 3a	11,9	Tr 22 (-)	11,6
7	Tr 6	12	Tr 3a	12,5	Tr 10	11,9	Tr 7	11,1
8	Tr 37	10,6	Tr 8	12,5	Tr 6	11,4	Tr 4	10,8
9	Tr 38	10,2	Tr 4	11,5	Tr 37	9,2	Tr 3b 6(-)	9,4
10	Tr 3b(-)	10,2	Tr 5	11,5	Tr 31	8,6	Tr 13 (-)	8,4
11	Tr 22(-)	9,7	Tr 38	8,3	Tr 21(-)	8,1	Tr 10	8,3
12	Tr 5	9,7	Tr 34	8,3	Tr 48(-)	5,9	Tr 5	8,3
13	Tr 10	9,3	Tr 13(-)	7,8	Tr 18(-)	5,9	Tr 38	7,8
14	Tr 19(-)	8,8	Tr 22(-)	7,3	Tr 19(-)	5,9	Tr 36	2,4
Össz.	**10 (+) 4 (-)**		**11 (+) 3(-)**		**8(+) 6 (-)**		**11 (+) 3 (-)**	

The personality traits were listed according to frequency, so we can see which are the most marked characteristics in the different groups. In case of Hungarians from Transylvania and Romanians from Transylvania the first two places are held by traits like Kind-hearted (T1) and Kind (T2). In case of students from Hungary Kind is more frequent than Kind-hearted.

In case of Hungarian students from Transylvania the third place is held by Funny (T9), followed by Honest and Sincere (T4), then Stubborn, willful, wayward (T5). These are followed by: Diligent (T3a), Sensitive, sympathetic (T6), Quiet, modest (T37), Polite, respectful (T38), Lazy (T3b), Big mouthed (T22), Peaceful (T5), Family oriented (T10) and Annoying, irritating (T19) traits. Out of the 14 listed traits 10 are positive and 4 are negative.

In case of Romanian students from Transylvania the list is the following: the third place is held by Good, nice (T7), followed by Sensitive, sympathetic (T6), Funny (T9), Bad, naughty, rebellious (T11), Diligent (T3a), Obedient, submissive (T8), Honest, sincere (T4), Peaceful (T5), Polite, respectful (T38), Ambitious, aspiring (T34), Stubborn, headstrong (T13), Big mouthed, outspoken (T22). Out of the 14 listed traits 11 are positive and only 3 are negative.

In case of Hungarian children from Hungary the third place is occupied by Funny (T9), followed by Big mouthed (T22), Lazy (T3b), Diligent (T13a), Family oriented (T10), Sensitive, sympathetic (T6), Quiet, modest (T37), Persistent (T31), Silly, fooling around (T21), Irresponsible, scattered (T48), Sulky, touchy (T18), Annoying, irritating (T19) traits. Out of the 14 listed traits 8 re positive and 6 are negative. They have the highest rate of lazy and fewer of them find themselves diligent. It seems that Hungarian children from Hungary are more critical towards themselves than Romanian students and the Hungarian students from Transylvania are located between these two groups.

Conclusions

The first hypothesis was not proven, because the Hungarian and Romanian children did not mention capabilities significantly more frequently, and it seems that this result proves an overall lack of the phenomenon. Neither age nor gender showed difference in this respect and overall there were only one or two children, who named of more than one capability.

The second hypothesis is partially confirmed, because the Hungarian students from Romania named more negative traits than the Romanian students, but Hungarian students from Hungary listed even more negative traits than the other two groups.

The third hypothesis was confirmed, since the Hungarian minority students from Transylvania refer significantly more often to their emotions, than the majority students.

The fourth hypothesis was not confirmed, because there was no significant difference between the results of the three groups with reference to satisfaction, i.e. the same frequency of the Transylvanian Hungarian students express satisfaction with themselves as the majority students. This can be explained by the fact that Hungarians from Transylvania are non-immigrant minority, thus this group may show differences compared to those minority groups, who leave their homeland and settle in a foreign country with a majority culture.

The results of the study make it clear that the self image of the Hungarians in Transylvania is not more negative than that of the majority students' and the primary factor determining the content and nature of the self characterizations is the cultural identity. The self-characterizations of Hungarians students from Transylvania and from Hungary are more detailed and thus more colorful and richer. This suggests that the Hungarian detailed, careful, sober mentality is reflected in the students' papers, while the Romanian students think of themselves more simply, but with a similar level of satisfaction

Summary

A pure and simple inner world unfolds before us in the self-characterizations of children. The presence of negative characteristics indicate the development of the real, non-idealizing self-image. The large number of positive characteristics and values suggests that the 11-15 year-olds have real human values, good will towards those around them, respect, in other words, they have a pure spirit. It is justified to ask when, why and through what influence do they change by the end of their adolescence. How do they become today's typical adults with superficial values? What do we do and what can we do as teachers and parents to prevent these adverse changes?

Further in the process the more detailed comparisons based on age group, gender will be evaluated together with an in-depth analysis of personality characteristics. Similarly, the results of the 2005-2006 research and the results of the current research are going to be compared.

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