

## Intereses de la personalidad en estudiantes de arquitectura (Consideraciones para la práctica educativa)

*Interests of personality in architecture students (Considerations for  
educational practice)*

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### Resumen

El propósito del artículo es el estudio de los intereses dominantes de la personalidad en los estudiantes de arquitectura de la Universidad Autónoma del Estado de México. Se utiliza el instrumento desarrollado por Allport, Vernon y Lindzey titulado *Estudio de los valores. Una escala para la medición de los intereses dominantes de la personalidad*. Esta escala se aplicó a una muestra de 152 estudiantes que incluyó a hombres y mujeres de los diez semestres de la licenciatura. El supuesto que se comprobó es que los valores dominantes que prevalecen son el teórico, económico y estético. Un hallazgo sobresaliente es que se atienden menos los motivos asociados a los valores político, social y religioso.

**Palabras clave:** personalidad, valores, Allport, arquitectura, universidad.

### Abstract

The purpose of this paper is the study of the dominant values of personality in students of architecture at the University of the State of Mexico. The instrument developed by Allport, Vernon and Lindzey entitled Study of the values is used. A scale for measuring the dominant interests of personality. This scale was applied to a sample of 152 students included men and women of the ten semesters of the degree. The assumption proved is that the dominant values are theoretical, economic and aesthetic. A striking finding is that it caters least the reasons associated with the political, social and religious values.

**Key words:** personality, values, Allport, architecture, university.

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## Introduction

This work is part of research conducted on the four races featuring the Faculty of Architecture and Design at the University of the State of Mexico: architecture, industrial design, graphic design and administration and promote urban construction. For now, only the results obtained for the degree in architecture are presented.

The objective set is to analyze the basic interests of personality in students of the degree in architecture from the University of the State of Mexico, for which the scale of Study of Values is used. A scale for measuring the dominant interests of the personality of Gordon W. Allport, Vernon and Philip E. Gardner Lindzey. The version used is the second translation of the third edition in English.

Addressing the dominant interests of the students in this time of educational practice helps that they know the interests that move. And teachers provides them for educational practice guidance in the development of the training process of students, and as to whether it meets the profile established in the curriculum (Argos, 2014).

At that scale it is generally known as the Test Allport (2001), designed for university students or those who have completed; the basic motives of personality that worked are six: theoretical, economic, aesthetic, social, political and religious. These basic motives are timeless ideals types of personality structures referred to as normative social and historical phenomena, and retaken mental psychology of individuality developed by Spanger (1966). Spranger said that the individual soul is a connection where the values printed senses the direction of self-consciousness; in other words, personality is an empirical construction is inserted into spiritual creations. To understand the psychic phenomenon, Spranger says it is necessary to use categories that permit learning about the uniqueness and yet meaningful connections with the values of behavior. In this direction it raises the ideal types to understand human behavior and explain singularities. These ideal types represent the changing significance of the self in the various spheres of meaning in that performing personal acts are intertwined in temporal experiences developed in a field of limited

functions and basic content. The changing significance of the self is represented in areas of meaning. Spranger way that identifies are: biological (the one of the desires and self-preservation, economic (the self satisfaction of needs is the true regulator of behavior); aesthetic (so the figure of fantasy and imagination layer), the theoretical (pure I) and religious (the so-lift the unlimited fullness of life, denial of existence).

All the senses are present in the consideration of the empirical world and the act of personal conduct, and single out the personality of individuals. The sum of these senses present in the experiences formed the unity of the people, as asserted Spranger (1966):

Consider the personal understanding to the effect indicating. Its basic types lies in the fact that the connection of consciousness is on the actions and experiences of a person sought in the unity and totality of his spiritual essence (494).

The spiritual essence of the person assumes the values that guide their sense experience and that guide their behavior. Spranger cultural values divided into six categories, which correspond to the ideal personality types:

1. The theoretical man. It dominates the purely cognitive attitude oriented to objectivity in discovering the truth.
2. The economic man. It dominates the principle of utility: all vital relationships puts the utility value.
3. The aesthetic man. It dominates the expression-print forms: transforms his impressions in expressions and its main value is the form and harmony.
4. The social man. It dominates the value itself of alien soul of any value; in other words, its main value is love people.
5. Political Man. It dominates the value of power as a vital mission to the alien soul own statement's essence prior to any singular action.
6. religious man. It dominates the search of the supreme value of spiritual existence, the drive to understand the cosmos as a whole.

These are the theoretical ideal types to explain personality from the dominant interests reasons or construct, an idea that ties in with the approach of Allport about the personality, which sees in the particular sense of what the person does; in the shares it is known as the individual. Personality is dynamic and includes psychophysical systems, ie the individual basic skills to adapt to the environment (Allport, 2009; Bermudez, 2013; Schultz, 2013;

Marin, 2012). In its uniqueness, each person manifests differently values along their own history. These values are not exclusive but instead are interrelated, being at a certain point one of them dominant. Overall, the values of truth, how useful, how-harmony, love and unity to form concentric circles representing the personality.

Allport scale has been applied in various university environments where found relevant aspects (Gonzalez, 2005; Chavez, 2011; González, 2013), among which are:

- There are different ways of life between women and men.
- The values or dominant motifs change according to age.
- As we advance in the degree change accentuating the reasons reducing the economic and religious.
- The values differ based on the territorial identity of origin.

For our part, we propose the assumption that the predominant reasons students graduated in architecture related to their graduate profile; therefore, accented motives are theoretical, economic and aesthetic; and least prevalent are the religious, social and political.

## METHOD

### Sample

The population identified for this study at the end of the 2015 school year, 251 was found at the end of the semester students. Once given population proceeded to calculate the sample through the following formula:

$$n = \frac{Z^2 p \cdot q \cdot N}{Ne^2 + Z^2 p \cdot q}$$

Values used for the calculation were:

Total population N = 251

Confidence level of results 93% Z = 1.96

50% success ratio p = 0.5

50% failure rate q = 0.5

0.05 7% sampling error

Sample 152 students

In selecting we believe delaware shows were represented men and women, and ten semesters comprising the cover degree in architecture.

#### Instrument

Research for the Study of Values was applied: a scale for measuring the dominant interests of the personality of Gordon W. Allport, Vernon and Philip E. Gardner Lindzey, and the second version in Spanish published in 2011 that was used corresponds the third edition in English.

The first publication of the Study of Values dates from 1931. Subsequently, in 1951 published a revised edition and the third revision was made in 1961. In 1968 a protocol for electronic scoring in the third edition published in English was published.

The importance of this study lies in Exchange's assessment of six basic interests or personality reasons, which holds that personality can learn more by studying the values or value attitudes. Another important consideration in the study of values, which was made specifically for college students or adults who have a higher or similar training. The six relative values of personality are: theoretical, economic, aesthetic, social, political and religious. The instrument was divided into two parts with 120 responses in total, accounting for 20 answers to each value.

#### Procedure

For application to the 100 students of the scale shows how to answer explained. This explanation included a warning about the difference between Part I and Part II of the scale. Part I consisted of 30 questions with four response values transcribed verbatim scale: If you agree with the alternative (a) and disagree with (b), type 3 in the first box and 0 in the second; If you agree with (b) and disagree with (a), type 0 in the first box and 3 in the second; if you have a slight preference for the (a) instead of (b), note 2 in the first box and 1 in the second box; and if you have a slight preference for (b) rather than (a), type 1 in the first box and 2 in the second box. Part II consists of 15 questions with four answers values: 4 in the box if this statement seemed the more attractive; 3 in the box if this statement arouses interest in second place; 2 in the box if this statement draws third; and 1 in the box if this statement is of less interest or preference.

Later he worked on the score sheet for each of the students who answered the scale. The computation was performed as shown in the following table 1:

Totales en cada página	Teórico	Económico	Estético	Social	Político	Religioso	La suma de las tres puntuaciones para cada hilera debe ser igual a la cifra que se proporciona en esta columna
<b>Parte I</b> Página 2	(R)	(S)	(T)	(X)	(Y)	(Z)	24
Página 3	(Z)	(Y)	(X)	(T)	(S)	(R)	24
Página 4	(X)	(R)	(Z)	(S)	(T)	(Y)	21
Página 5	(S)	(X)	(Y)	(R)	(Z)	(T)	21
<b>Parte II</b> Página 8	(Y)	(T)	(S)	(Z)	(R)	(X)	60
Página 9	(T)	(Z)	(R)	(Y)	(X)	(S)	50
Página 10	(R)	(S)	(T)	(X)	(Y)	(Z)	40
<b>Total</b>							240
<b>Cifras de corrección</b>	+2*	-1	+4	-2*	+2	-5	
<b>Total Final</b>							240

Table 1. Individual results Sheet

## Results

The sample distribution by gender was comprised as shown in Table 2 below:

Género	Valor absoluto	Valor relativo
	Frecuencia	Porcentaje
Mujer	70	46.1
Hombre	82	53.9
Total	152	100.0

Table 2. Distribution by gender.

The age distribution of the women was as shown in the following gráfica1:

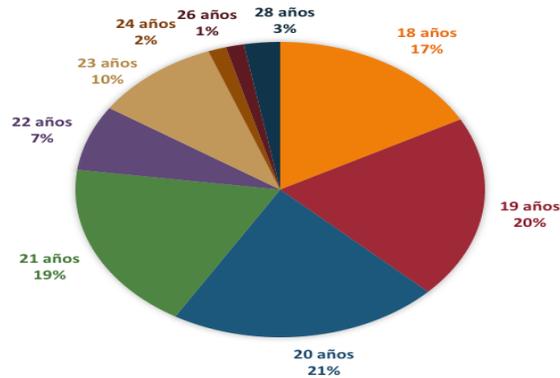


Figure 1. Age Women

The highest rank in the age of the women is between 18 and 21, who represent 77% in total; the remaining 23% covers the age range of 22 to 28 years.

For men are distributed as shown in the following chart 2:

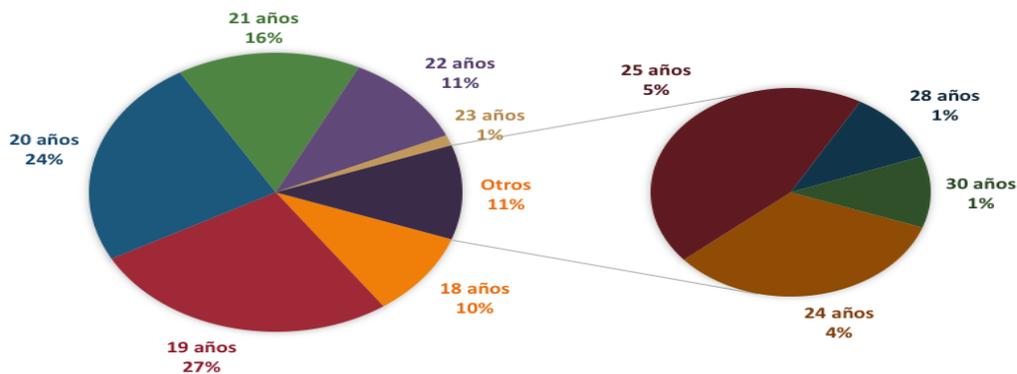


Figure 2. Age Men

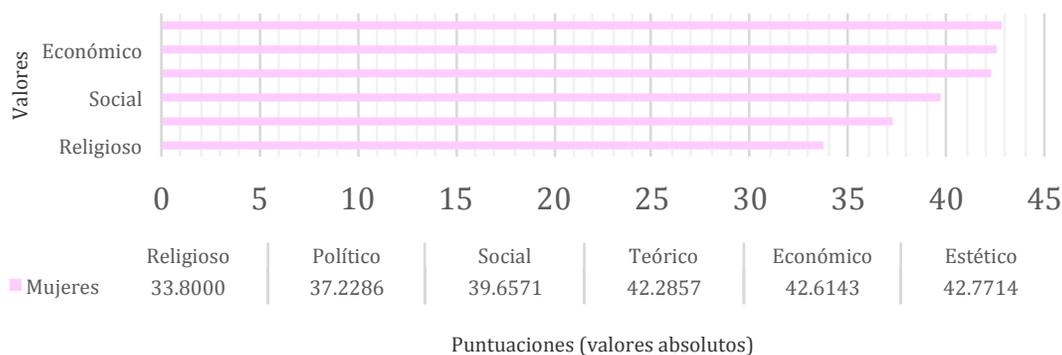
The highest rank in the age of men is between 19 and 22, who represent 78% in total; the remaining 22% is distributed between the ages of 23-30 years. It's a similar relationship between men and women in terms of age distribution.

For the interpretation of the six values Allport use parameters that indicate that scores of values can be ups and downs, ups and downs and so outstanding as shown in Table 2 below:

Valores	Hombres		Mujeres	
	Puntuaciones altas y bajas	Puntuaciones altas y bajas de manera sobresaliente	Puntuaciones altas y bajas	Puntuaciones altas y bajas de manera sobresaliente
Teórico	39-49	34-54	31-41	26-46
Económico	37-48	32-53	33-43	28-48
Estético	29-41	24-47	37-48	31-54
Social	32-42	28-47	37-47	33-51
Político	38-47	34-52	34-42	29-46
Religioso	32-44	37-50	37-50	31-56

Table 2. Parameters scores.

The results for women the following Figure 3 shows:



Gráfica 3. Valores promedio: mujeres

Two aspects stand out: first, that the three highest values in descending order are aesthetic, economic, theoretical; and the three lowest, in descending order, are social, political and religious; second, all the values fall within the parameters of high and low score.

As for men, Figure 4 shows the following results:



Figure 4. Average values: men.

Here is similar to the previous one, where all parameter values fall within the high and low scores situation. The first three values in descending order are the theoretical, economic and political; and the last three values in descending order are the aesthetic, social and religious. Comparatively, the results shown in Figure 5 were as follows:

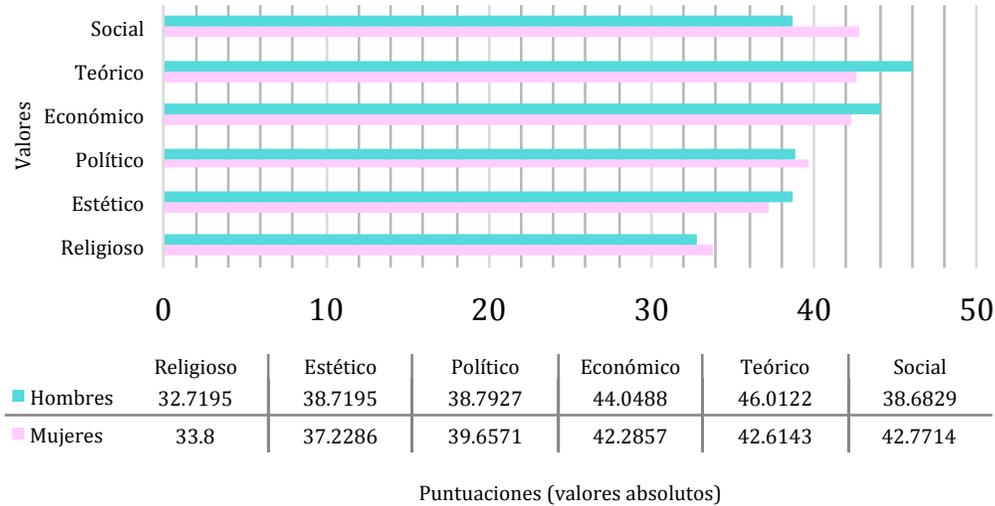


Figure 5. Comparison between men and women.

We note the following highlights from the above table:

- Men unlike women are above in the theoretical, economic and aesthetic values.

- Women unlike men are above in the social, political and religious values.
- Both women and men who head the two values personality, regardless of the above two points are theoretical and economic.
- In men and women religious value at the end.

Others are relevant to stop and explore the six values within each sex data. This allows us to have a fuller look for personality profiles, because the grounds on which they operate behave differently.

See the results for women in the following graph 6:

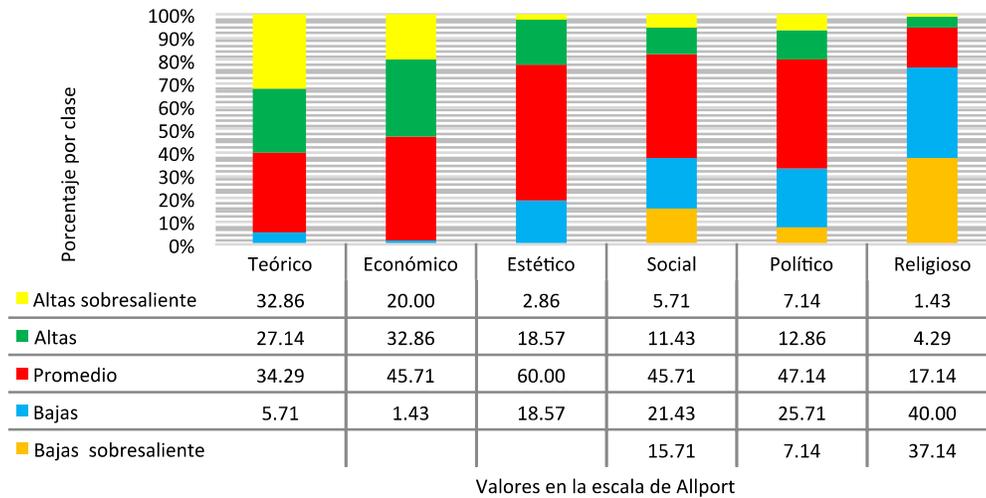


Figure 6. Scoring class women

In the theoretical and economic values of the highest percentages recorded outstanding high; that is, they are reasons that determine the interests of the personality of female students of the degree in architecture. At the other extreme, in the outstanding low scores, the religious value is the least interested, then social and political. In general, all women surveyed have similar interests in average on all values except the religious which is the smallest and aesthetic where 60% of students are placed.

The results for men are shown in the following chart 7:

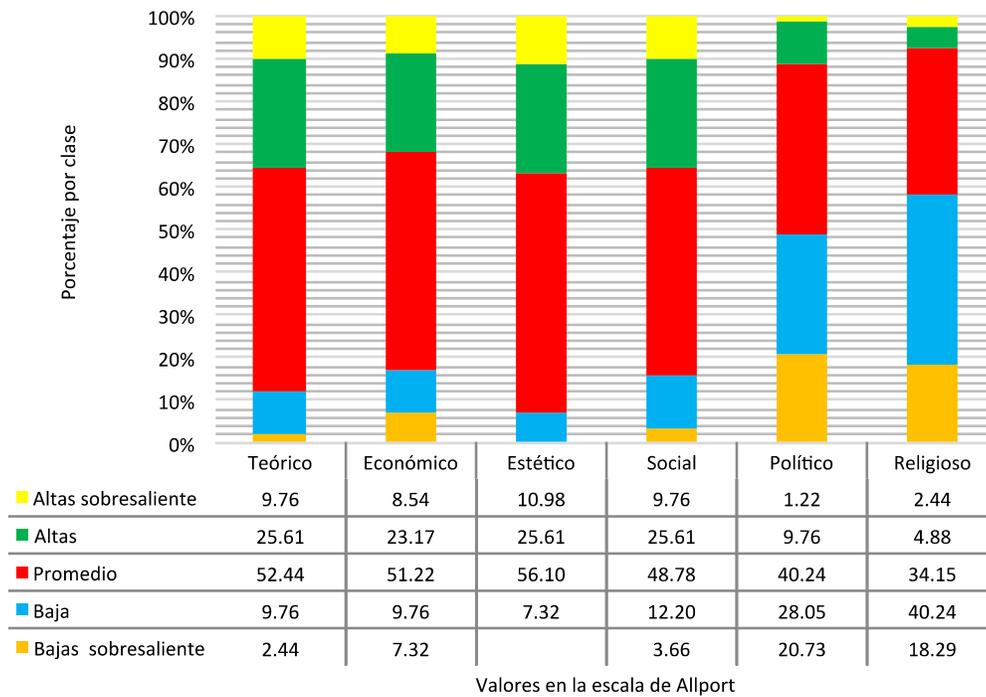


Figure 7. Scoring class men

Men in all values recorded the highest percentages in the industry average. High outstanding are mild in the aesthetic, theoretical, social and economic; outstanding low standing in the religious, political and economic, and to a lesser extent social and theoretical.

**CONCLUSION**

Since the formation theory has been proposed that the profile you are acquiring the students is directly linked to the essence of his degree. This has been checked and that the objectives of the graduate profile of the degree in architecture is the development of ethical, aesthetic and theoretical values. Therefore, our assumption was that the dominant motives of architecture students were the aforementioned three values, which in some ways is manifest in their educational practice.

From two ways to process data by sex -the overall performance and particularly sex-behavior, we found that overall both men and women have similar interests where theoretical, economic and aesthetic values predominate.

If we pay attention to the descending order of key motive in both sexes, we note that dominates the cognitive attitude. This is because higher education remains essentially theoretical. After dominates the sense of the useful economic part that arises from the tendency to measure relationships from the logic of exchange. Later predominant form and harmony linked to the contemplation of the aesthetic, product training in architecture, which directly addresses the forms and harmony in construction from conception to construction.

There was one aspect that caught our attention: the architecture students are not inclined towards social, political and religious reasons, which deal respectively with the value of the soul of others with the power and the unit. They spent a second term issues such as caring for others through solidarity, the vital mission to help others, and finding the value of spiritual existence. By contrast, the reasons predominated associated with individualism and narcissism. In the background they appeared related to the community with a sense of belonging to a collective development values.

Men and women are minimal differences. Women are more concerned with economic theory and men; men lean toward the aesthetic and social. Therefore, women are more pragmatic than men, and men are more contemplative and social.

The only three women showed outstanding values lower in the social, political and religious; while men were more outstanding low values in the theoretical, economic, political, social and religious. In both men and women, the least attention is the religious motive.

Women are not interested in power, or help others and not in his spirituality; They are interested in knowledge and in their material security. Meanwhile, men are not interested in the same as women in economic theory and his interest inclines mainly aesthetic and social. Women are less idealistic than men in terms of the interests of their personality, they are more pragmatic and seek material security; Therefore, men are more romantic form and harmony and less pragmatic.

Neither men nor women predominate the reasons associated with power and spiritual significance, indicating that both are less political and religious, and cognitive and economic.

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